

# FAIRFIELD UNIVERSITY



1984 - 1985

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COLLEGE OF ARTS & SCIENCES

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SCHOOL OF BUSINESS

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SCHOOL OF NURSING

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THE JESUIT UNIVERSITY  
OF SOUTHERN NEW ENGLAND

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# CATALOGUE ISSUE

1984 - 1985

THE JESUIT UNIVERSITY OF  
SOUTHERN NEW ENGLAND

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# Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

In addition, the College of Arts and Sciences is accredited by the State of Connecticut Department of Education, which has approved the education program for teacher certification at secondary levels. The chemistry program of the College of Arts and Sciences is approved by the American Chemical Society.

The School of Nursing has been accredited by the National League for Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing.

The University holds memberships in the American Assembly of Collegiate Schools of Business, American Association of Colleges of Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, and the New England Business and Economic Association.

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The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, religion, national or ethnic origin, or physical handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, or physical handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services.

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# The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit Education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines — their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appro-

riate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a life-long process and sees the education which it provides as the foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

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AN  
OVERVIEW  
OF  
FAIRFIELD  
UNIVERSITY

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# An Overview of Fairfield University

***Fairfield is a proud tradition of learning.*** When Fairfield opened its doors in 1942, it became the 26th institution of higher learning operated by the Jesuit Order in the United States — and, as such, the inheritor of a tradition of learning and scholarship that dates back to 1540 when St. Ignatius Loyola founded the Society of Jesus (the Jesuits) on the principle of active service in the world.

From that time, many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for academic quality. A Jesuit education has come to mean a high standard of academic discipline within Judeo-Christian values.

Our students are selected without regard to religion, race, color, sex, national or ethnic origin, or physical handicap. This diversity acts as a stimulus to your education and gives you an opportunity to make friendships that will broaden your horizons and enrich your life.

A still greater influence on your life will be your professors, who exhibit an even wider diversity than do the students. Although Fairfield is a Jesuit university, the majority of 170 full-time faculty are lay persons who represent many faiths and creeds. Both lay and Jesuit, the faculty hold degrees from over 130 American and European colleges and universities, and 74% of them hold the highest degree available in their discipline. Many have had practical experience in various careers and professions before becoming teachers. Almost without exception you will find them eager to sit with you and talk about your academic progress or your personal problems. An important plus: *Fairfield has no graduate students who teach in any of its colleges or schools.*



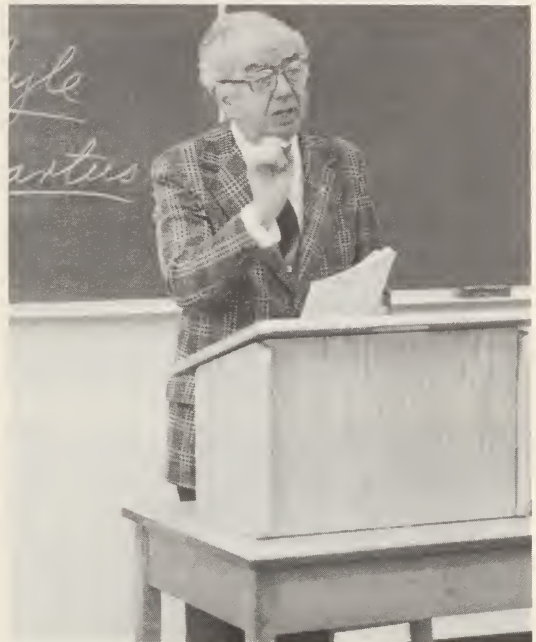


Although our students and faculty have varied backgrounds, they have come to Fairfield because they share common goals: the striving for excellence in every area of life; the commitment to intellectual honesty, discipline, and inquiry; the ideals of liberal arts education; the expression of Christian values through concern for and service to others. They are, in other words, the living embodiment of a tradition of learning nearly 450 years old.

***Fairfield is a quality academic program.*** The goal of a Fairfield education is to develop the *whole* person, and we believe that a liberal arts education can achieve this goal because it exposes you to the *whole* of learning.

The University has created a "core curriculum" in the liberal arts for all students in all undergraduate schools. It includes from two to five courses in each of these areas:

- *Mathematics and Natural Sciences*, to acquaint you with both mathematical logic and the workings of the physical world;
- *History and Social Sciences*, to give you a knowledge of the past, a contemporary social awareness, and a sense of civic responsibility;
- *Philosophy and Religious Studies*, to help you to a clear knowledge of ultimate religious, philosophical, and moral values;
- *English and Fine Arts*, to develop the habits of logical thinking and accurate expression, and to give you an understanding of human nature through literature, drama, music, and art;
- *Modern and Classical Languages*, to provide an insight into other cultures and other modes of expression and thought.



Within the framework of these five areas, you have a number of options. The requirement in Philosophy and Religious Studies, for example, includes two courses in religion. But you can choose to examine your own spiritual heritage or the beliefs of others; your courses can be as general as "Comparison of Religions" or as specific as "Catholic Theologians." You will find enough options like this so that fulfilling the requirements becomes a stimulating and enjoyable experience while providing the breadth of knowledge necessary for your further studies, and for life as a well-educated human being.

As a partner in planning your academic program, you will have a faculty advisor. In your freshman year your advisor will be assigned from the faculty at large; in later years, he or she will be a professor in your major field. If you want to enter professional or graduate school, your advisor will be someone who is knowledgeable in the admissions requirements of those institutions and who can help you plan a course of study that will further your professional goals.

Although Fairfield has some 2,800 undergraduate students, it is organized as a grouping of small divisions under a larger "intellectual umbrella." This enables us to combine the intimacy and the personal attention that are the strengths of a small college with the advantages of a university. Your classes will be relatively small, especially in your junior and senior years, and they will be taught by professors who can — and do — give time to your individual instruction. But you will also find that the full resources of the University are at your command whenever you need them.

The University has five schools: the College of Arts and Sciences; the School of Business; the School of Nursing; the School of Graduate and Continuing Education; the Graduate School of Corporate and Political Communication. In addition to courses offered during the year, these schools also offer courses during the summer.





**The College of Arts and Sciences**, the oldest and largest of Fairfield's five schools, offers two degrees, Bachelor of Arts and Bachelor of Science.

If you wish to earn a Bachelor of Arts degree in the College of Arts and Sciences, you may major in American studies, economics, English, fine arts (art, music, theatre), history, modern languages (French, German, Spanish), philosophy, politics, psychology, religious studies, or sociology.

On the other hand, if you wish a Bachelor of Science degree, you may major in biology, chemistry, mathematics, computer science, physics, or psychology.

Students are encouraged to select a major at the end of their freshman year if they have not already done so.

If you are unsure of your career direction, and many students are, you may discuss the possibilities with your faculty advisor, with other professors, or with a career counselor in our Counseling Center. Selecting a major is not an irrevocable decision. The academic program at Fairfield is flexible enough to allow you to change to another field if you find your first choice was not the right one.

Within each major field of study, the College of Arts and Sciences offers an exceptionally wide range of courses, from introductory studies to highly specialized courses for upperclassmen. And within every major field there is an opportunity for independent study and research that can carry you far beyond the normal limits of traditional courses. Double-majors and minors may be arranged for students interested in combining the skills and talents of two disciplines.



**The School of Business** is the most recent of Fairfield's undergraduate colleges. As the reputation for the former Department of Business Administration grew, the number of students and the diversity of course offerings became so extensive that in 1978 the University founded a separate undergraduate School of Business. A Master of Science program in Financial Management began in 1981.

An added impetus to the founding of the School of Business is the status of Fairfield County as the fastest-growing corporate headquarters area in the United States — a sure stimulus to ambitious young people with business goals. A further impetus was the establishment on campus of the Center for Financial Studies, a conference center for management education. A principal user of the Center is the National Council of Savings Institutions. Fairfield University, through its Management Training Institute, has the opportunity for substantial use of this center, which also provides the School of Business with an outstanding facility for expanding course offerings.

As a student in the School of Business, you will be working toward the degree of Bachelor of Science in Business. You will take the same core curriculum required of all other undergraduate students. In addition, you will take a "business core curriculum" of subjects which provide an introduction to the fields of accounting, statistics, legal environment of business, organizational behavior, production and operations, business ethics, international business, finance, management information systems, and marketing. A capstone course in business policies completes the student's business studies.

The balance of your program will depend upon your major, which may be selected from one of five areas: accounting, finance, information systems, management, or marketing. Working with your faculty advisor, you will plan a curriculum that best suits your career goals.

A feature of the School of Business is the optional senior-year internship. These internships are undertaken for credit, and sometimes for pay. The student's progress is monitored by both an on-the-job supervisor and a faculty member. The presence of a large number of corporate offices in the area gives you some highly unusual and rewarding opportunities for internships.





**The School of Nursing**, founded in 1970, is fully accredited by the National League for Nursing, the Connecticut State Board of Nurse Examiners, and the State of Connecticut Department of Higher Education. The four-year program leads to a Bachelor of Science degree with a major in nursing.

The goal of the school is to prepare you for the first level of competent and compassionate professional nursing. Fairfield does not seek to produce clinical specialists, but rather to prepare the student for general nursing, and throughout the program you will be exposed to nursing practice in a variety of clinical and health care delivery settings and systems.

On-campus nursing classes are held in a modern building that features a tiered lecture-demonstration room with projection facilities, a nursing simulation laboratory where you will become familiar with the most common techniques and equipment, and an educational media room that has the most modern multimedia facilities for learning.

Admission to the School of Nursing is selective. You must be capable of completing an academic program in the liberal arts and sciences as well as the rigorous nursing program. Upon graduation, you are eligible to take State examinations for licensure and to continue your education at the graduate level.

Like all other undergraduate students of Fairfield, you must complete the core curriculum. In addition, you will take required courses in chemistry, biology, psychology, and sociology, but in all probability your key interest will be in your nursing courses.

Classroom instruction in nursing theory and clinical skills begins in your freshman year and continues throughout the undergraduate program. With each passing year your clinical work will increase until, by the time you are a senior, a significant portion of your time is spent in the nursing major, which includes clinical practice as well as the theory component. To ensure that you get the breadth and depth of clinical experience you need, the school has associations with many facilities including private hospitals, a veterans hospital, clinics, outpatient departments, rehabilitation centers, public health departments, and long-term care facilities.



**The School of Graduate and Continuing Education** is committed to a curriculum that enhances personal growth and professional development, and to a flexibility which permits adults with job, civic and family responsibilities to continue their education part time. It carries on Fairfield's tradition of providing Master's and C.A.S. programs for the certification and advancement of teachers, administrators, counselors, and other professionals in the field of education. In addition, a broad selection of graduate and undergraduate courses are offered late afternoons, evenings, and weekends for individuals seeking to begin or complete degree requirements. Its Bachelor degree programs are extensions of the curricula of the College of Arts and Sciences, and the Schools of Business and Nursing, geared to the needs of the adult learner. In carrying out the University's commitment to lifelong learning, it provides short-term skill oriented career entry programs, and professional improvement courses and workshops in a variety of career fields.

**The Graduate School of Corporate and Political Communication** was founded in 1966 to serve the dramatically growing need for improved communication in all human endeavors. This Master of Arts program enables the student to generalize, or to specialize in Corporate, Political, Media, or International/Intercultural Communication.



**Summer Sessions:** During the summer the University offers a wide range of graduate, undergraduate and professional development courses. Day and evening courses within four sessions of different length and intensity are provided to help students plan a flexible schedule for the summer. The University's aim is to serve the needs of its own students, those from other schools who find themselves here for the summer, and residents in the community seeking professional or personal growth.

**Fairfield is the opportunity for practical experience.** Fairfield recognizes that today's student wants and needs practical experience, both through the use of equipment and through opportunities to participate in on- or off-campus programs.

The University has been a pioneer in student use of the computer. Whatever your major, you will have access to our DEC 2060, and a short introductory course in computer programming will show you how to make best use of this valuable tool.

In almost every science department, the University has used grants from the National Science Foundation, the Nuclear Regulatory Commission, and NASA to make sizable investments in sophisticated equipment. This equipment is not reserved just for professors or graduate students. Every student — at every level — has access.

One important "tool" you will use extensively is the Nyselius Library. Open access to the more than 178,000-volume stacks, 235,000 microforms, some 1,400 journals and newspapers helps to keep faculty and students informed on new developments in all fields. There are hundreds of individual carrels to give you semi-private study space. The Library's media department contains video and audio cassettes, records, and other audiovisual materials, as well as equipment for their use.



But to give you practical experience, the University goes far beyond merely making equipment available. Many academic programs require that you get "on-the-job" experience. Internships and work experiences for credit are options you can exercise in many departments. Your studies can range even further afield through the Washington Semester at American University (for economics and politics majors), the Washington Center for Learning Alternatives (for majors in many fields), and study abroad.

Of course, you do not have to leave campus to get experience in your field. In any major, you may pursue independent study. Working with your faculty advisor, you will select a subject in a particular area, and then move ahead at your own pace with this original research.

We think you will find that your practical experience will give you a decided advantage when you apply for admission to graduate or professional school or when you interview for a job.



***Fairfield is a pleasant learning environment.***

The University is located in America's "academic corridor," that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities. This location provides you with access to the cultural, recreational, social, and intellectual programs of hundreds of other institutions of higher learning. The town of Fairfield itself (population approximately 55,000) is about an hour from New York City and three hours from Boston, and it is primarily a residential community whose citizens enjoy an excellent relationship with the University.

Fairfield's 200-acre campus is among the most beautiful in the country. Created from two large private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens, pleasant walks, and broad views of the blue waters of Long Island Sound.

If you're a resident student, you'll live in one of eight modern residence halls, in comfortably furnished rooms designed for two. Dorms are coed (with men and women living on alternate floors or in alternate wings). Rooms "off campus" in private homes also are available. Some upperclass students pool their resources to share a beach house, and the University provides a shuttle bus between the town area and the campus. Juniors and seniors also have the option of living in the University's new townhouses, which are four-person apartments on the edge of campus.

The modern Campus Center is the social focal point for all segments of the University community. Here you will find a snack bar, post office, soundproof music rooms, conference rooms, student lounges, bookstore, pub, and the major dining areas. The facilities are also available for art exhibits, cultural events, and distinguished speakers.

Fairfield's spacious campus allows plenty of room for outdoor playing fields, all-weather tennis courts, and informal recreation areas. When the practice requirements of varsity sports teams threatened to monopolize the Gymnasium, the University built a Recreational Complex to provide even more indoor athletic facilities — swimming pool, jogging track, indoor tennis courts, handball courts, and more — for students who want to participate in sports for their own enjoyment.

**Fairfield is a varied student life.** Everything about your college years can be part of your total learning experience — learning to get along with new people, learning to develop new interests, learning to be a good leader (or equally as important, to be a good team member), learning to make your own decisions and then accepting the responsibility for them, and learning to live your own life.

If you are a resident student, you will do a lot of this kind of learning in your dormitory. Fairfield's residence halls are largely self-directed, with the members of each unit deciding many of their own rules and activities. You can also participate fully in the life of the University as a commuter. A significant percentage of Fairfield's undergraduate students commute; we make the same effort to respond to their needs as we do for the resident students.

Commuter or resident, you will be a member of the Fairfield University Student Association. FUSA represents the student viewpoint to the other segments of the University community, sponsors student-operated events, rules on student infractions of University policies, and allocates some \$96,000 a year in student activity funds. Becoming actively involved in FUSA will give you a chance to test your leadership ability and to take part in decisions that affect the University as a whole.

Student government is only one facet of the rich and varied campus life at Fairfield. Among others are:

**Student Activities:** You can join clubs that reflect your academic interests, or clubs that let you enjoy non-academic interests, or clubs that let you enjoy non-academic pursuits from singing to watching films to skiing. If you are talented in music or drama (or if you would like to find out whether you have talent), there are performance groups; for budding journalists and broadcasters, there are a magazine, newspaper, yearbook, a Media Center and campus radio station. Many of our students feel that they can best express themselves in service to others; there are a number of community service organizations on campus.





With scores of student organizations, chances are good that you can find several that reflect your own interests. If not, and if there are enough other students with the same interest, you'll probably get approval to start your own organization.

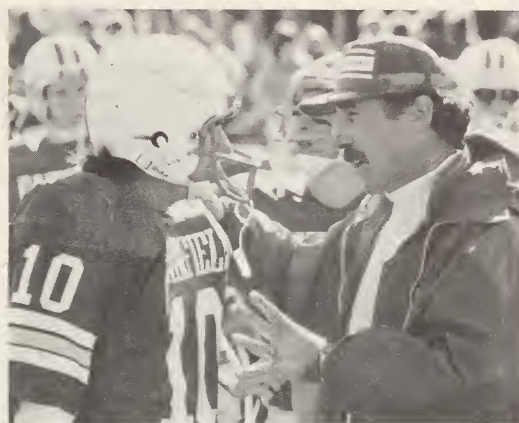
***Athletics:*** Regardless of your athletic ability or level of interest in athletics, Fairfield has a sports program for you. As a National Collegiate Athletic Association (NCAA) Division I school, we provide three types of organized athletics: varsity sports, club sports, and intramurals.

Varsity sports for men are baseball, basketball, cross country, golf, ice hockey, soccer, swimming, and tennis. Women's varsity sports are basketball, tennis, field hockey, softball, cross country, and swimming. The men's and women's basketball teams are charter members of the Metro Atlantic Athletic Conference.

The club sports program includes fencing, football, lacrosse, rugby, skiing, and volleyball. Intramural team competition is offered in tennis, touch football, volleyball, basketball, street hockey, and softball.

The Athletic Department also organizes numerous intramural activities in team and individual sports. These include flag football, volleyball, inner tube water polo, basketball, softball, soccer, tennis, and racquetball. In addition, instruction is offered at the Recreational Complex in aerobics, dance, swimming, scuba, water safety, lifesaving, weight training, and tennis.

***Cultural Life:*** Together, the University, academic departments, FUSA, and student organizations bring to campus a diversity of performers, entertainers, and lecturers throughout the year. But with Fairfield's location, culture is not limited to the campus. On any weekend, and even during the week, you may find students going to Yale University cultural programs in New Haven, heading for Boston or New York, or attending activities at any of the 35 colleges and universities that are within an hour's drive of the Fairfield campus.



*Religious Life:* Your participation in religious life is completely up to you. Perhaps because participation is optional, Fairfield has a very active Campus Ministry. A full-time staff of two Jesuit priests and a woman chaplain, assisted by a score or more of active students, fosters retreats and prayer services, presents seminars on religious and social concerns, and encourages social response and community involvement. The Campus Ministry team also provides a caring response to students who seek spiritual direction and counseling.

The Campus Ministry can also refer you to a clergyman of your own faith. Within 15 minutes of campus there are houses of worship of many different faiths and denominations.

*Student Services:* Fairfield provides a number of other advisory services through its Counseling Center, where a staff of professional counselors and psychologists offers both confidential personal discussions and psychological tests which can help you assess your strengths and weaknesses. The Center offers courses in reading improvement and study skills for students who need help in adjusting to college-level work, and it maintains a directory of off-campus jobs for students who need additional income.

A tutorial program is offered through the Counselor for Minority Students to students who are having difficulty in their academic courses. Students are tutored by fellow students who are academically exceptional in a particular major. As part of this same program students are encouraged to meet with their professors whenever they are having academic difficulty.

The University health services have registered nurses on duty around the clock, seven days a week. One of three physicians staffs the health services every weekday morning and is on call at all other times. Specialists in all fields of medicine are readily available. Should you become seriously ill, you will be admitted to St. Vincent's Hospital in Bridgeport, just minutes from campus.





**Fairfield is a chance to achieve.** Even before your first college class, you will probably begin to think about what you will do after you leave. If you have a definite career in mind, you want an academic program that will best prepare you. If you are undecided, you want guidance in exploring career fields and in matching your talents and interests to jobs within those fields. Either way, Fairfield offers expert help.

The Counseling Center gives interest and aptitude tests to help you evaluate your potential. A Career Information Library offers both general information on the nature of various careers and specific data on the current job market. When you are ready to start looking for a position, there may be workshops in resume writing and the techniques of being interviewed. Finally, the Center keeps abreast of needs in all fields of employment, and either arranges interviews for seniors or notifies qualified students of job openings.

The University also has an enviable record in placing its graduates in professional schools. Fairfield's record in placing applicants to medical, dental, law, and graduate schools is impressive. Approximately 90% of Fairfield's applicants to law school gain admission to law school. Fairfield cannot guarantee you a career — no college can. But Fairfield can guarantee you the quality of academic preparation that will make you a desirable candidate for employment, or for professional or graduate school.

**Fairfield is a quality education at a reasonable cost.** The Fairfield Board of Trustees, the administration and the faculty constantly strive to hold the cost of a college education at a reasonable level without cutting corners on quality. As a result, the cost of a Fairfield education is competitive with that of any private institution in the New England area. For the 1984-85 academic year, fees will be \$6,100 for tuition and \$3,400 for room and board.

Because the University recognizes that these costs — plus other necessary expenses for books, supplies, travel, and personal needs — can create a sizable burden for many families, Fairfield administers a comprehensive financial aid program. Most financial aid is provided in a "package" — a combination of scholarships, grants, loans, and on-campus employment. About 60% of Fairfield's undergraduates receive such a package combining all these forms of financial assistance.

Although a campus visit is not mandatory, the University suggests that the best way to get an understanding of Fairfield — its academic programs, its exceptional faculty, its well-equipped and attractive campus, its admissions and financial aid programs — is to visit the campus. For an appointment, write or call the Admissions Office, Fairfield University, Fairfield, Connecticut 06430-7524, phone (203) 255-5411.





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EDUCATIONAL  
POLICIES  
AND  
GENERAL  
REGULATIONS

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# Educational Policies and General Regulations

## Philosophy of Education

Fairfield University has, as its primary objective, the development of the creative intellectual potential of its students within a context of religious commitment.

Fairfield believes in the particular excellence of a liberal arts education. In an effort to achieve this objective, it requires each student to take courses from five areas of knowledge: mathematics and natural sciences, history and social sciences, philosophy and religious studies, English and fine arts, modern languages and classics. Thus assured of a basic, well-rounded education, students are free to pursue a major field of study in preparation for scholarly or professional pursuits.

To assist the student in the quest for truth, the University promotes dialogue between teacher and student, between student and student, between teacher and teacher. This dialogue takes place in an environment of absolute freedom of inquiry.

## The Faculty and Faculty Advising

All members of the faculty share personally and actively in the responsibility for providing students with educational, career, and personal guidance. One of the hallmarks of a Jesuit education is the personal interest each teacher takes in students; the teacher tries to know each individual student's strengths and weaknesses. This tradition is basic to Fairfield. Classes are not large, and there are ample opportunities for close student-teacher relationships. Members of the faculty make themselves available for informal discussions, advice, and encouragement well beyond their published office hours.

During the orientation program for freshmen and transfers, each student is assigned to a faculty advisor. (In subsequent years, depending upon the student's major and career interests, the first advisor may be replaced by a professor in the student's field of academic interest.) The faculty advisor will be available to meet regularly with the student, to explain test results, to offer appropriate counsel, to watch the student's progress, and, in general, to help him or her adjust to college life.

If a student plans to enter a professional or graduate school after graduation from Fairfield, an advisor who is knowledgeable about that specific profession and its schools is assigned to the student. In addition, a *Graduate Scholarship Committee*, made up of faculty members, stands ready to assist students in the application for and attainment of scholarships and fellowships to professional and graduate schools.



## The Academic Year

The academic year begins in early September and ends in late May, with recess periods at Christmas and in the Spring. It is divided into two semesters, each extending over a period of about 15 weeks. The semester hour is the unit of instructional credit.

The class day begins at 8:20 in the morning and is divided into class periods of 50 or 75 minutes and laboratory periods of 100 minutes.

## Academic Grades

A — Outstanding achievement

B — Superior level of achievement

C — Acceptable level of achievement with course material

D — Minimal achievement, but passing

F — Unacceptable level of achievement; course must be repeated to obtain credit

A "plus" (+) may be added to grades of B or C to indicate work performed at the top of that range.

A "minus" (–) may be added to grades A, B, or C to indicate work performed below that range.

Quality points and numerical equivalency for these grades are as follows:

	<i>Quality Points</i>	<i>Numerical Equivalent</i>
A	4.00	93-100
A–	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B–	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C–	1.67	70-72
D	1.00	60-69
F	0.00	0-59

A semester's grade normally will be determined according to the following procedure:

The semester's work (examinations, quizzes, recitations, and out-of-class assignments) will establish approximately two-thirds of the grade, the final examination establishing approximately one-third of the grade. If a professor chooses a method other than the established procedure, the following criteria must be met:

- The students must be informed in writing at the beginning of the semester as to the procedure in determining the grade for the course.
- A memorandum must be submitted in writing to the departmental chair and the appropriate Dean at the beginning of each semester.

In addition to the foregoing academic grades which indicate the quality of student performance, several other notations may appear on a student's grade report.

An "I" (Incomplete) is issued when, due to an emergency situation such as illness, a student prearranges with the professor to complete some of the course requirements after the semester ends. All course work must be completed within 60 days after the end of the semester. Any "Incompletes" still outstanding after the 60 day extension will become "Failures."

A notation of "W" (Withdrawal) indicates that a student has withdrawn from a course. After the drop/add period (the first week of classes), withdrawal will be permitted only with the approval of a Dean when an emergency, such as illness, prevents a student from completing course requirements. Withdrawal will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction.

## Academic Advancement

For academic advancement from year to year in good standing, it is not enough that the student merely pass all courses; in addition, he or she must maintain a quality standard that is computed from *quality points, Q.P.* The number of quality points earned by each grade is explained above (e.g., A earns 4 quality points; A- earns 3.67 quality points, etc.). To determine a weighted quality point average, the number of semester-hour credits is multiplied by the quality points earned and the total divided by the number of credits attempted.

For advancement in good standing from freshman to sophomore year, a student must have a weighted quality point average of 1.8; to advance to junior year a Q.P. average of 1.9; to senior year a Q.P. of 2.0.

Students who do not meet the foregoing standards will be ineligible to continue study until they have raised their averages to the required level by approved summer study.

Students in the School of Nursing must meet University promotion policy requirements. In addition, to remain in the nursing major, students must meet promotion policy requirements established by the School of Nursing. These are available in the School of Nursing Office.



## Academic Probation

A student whose Q.P. average for a single semester falls below 1.8 is considered to be on probation.

Students on probation should recognize that their previous semester's work has not been satisfactory and that a continuation of such performance will result in academic failure.

## Eligibility for Non-Academic Activities

When at the end of a semester a student's cumulative average falls to a level that is below the average necessary for entrance into the academic year in which he or she is enrolled, the student will be ineligible to represent the University in intercollegiate athletics (club or varsity), including cheerleading for these sports; and must terminate his/her relationship with any club, sport, or other organization.

## Academic Failure

Students who incur an academic failure in any of the following classifications will be asked to withdraw from the University:

1. A student who at the end of a semester is deficient in three or more courses.
2. A student who at the end of an academic year is deficient in three or more courses.
3. A student who fails to meet the Quality Point Average required for advancement as noted above.
4. A student on probation for two consecutive semesters.

Those who are asked to withdraw from the University for academic failure will lose all entitlement to financial aid.

## Readmission

After at least one semester of study elsewhere, a dismissed student may apply for readmission if his/her deficiencies have been cleared and Quality Point Average requirements met. Such readmission will be at the discretion of the appropriate Dean. (Students must have the Dean's approval for courses taken elsewhere.)

In certain cases students may be readmitted to repeat a previous semester's work without interruption of attendance. Such permission may be granted when a student makes a complete change of school or major field. The decision to allow such repetition is solely that of the appropriate Dean or Deans. *In that event the student forfeits credits gained during the previous semester of attendance.*

## Recommendations

Recommendations for graduate or professional schools may be sought from individual professors or a department chair except that a Committee on Pre-Medical and Pre-Dental Recommendations determines whether the student is likely to succeed in medical or dental school.

## Dean's List

To qualify for the Dean's List, a student must have attained a semester Q.P. average of 3.50.



## Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit Honor Society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, undergraduate students must have scholastic rank in the top 15% of the members of their class, must have demonstrated a proven concern for others through involvement in extra-curricular activities and service to the University, and must have manifested a true concern and commitment to the values and goals of the Society. The Fairfield chapter was reactivated in 1981 and includes outstanding seniors who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education among the University community.

## Degree Requirements

At the time of graduation, a student will normally have attained at least 120 credits, and at least 40 courses, but no simple accumulation of credits is prescribed to qualify for a degree at Fairfield. Rather the student is expected to have completed with success all of the assigned courses which constitute the curriculum of his or her choice.

A Q.P. average of 2.0 overall and in one's major is required for graduation.

Honors at graduation are awarded for the following weighted Q.P. averages computed for the four years' work:

Summa cum laude	3.85
Magna cum laude	3.70
Cum laude	3.50

## Academic Honesty

Fairfield University's major purpose is the pursuit of academic excellence. Teaching and learning must occur in an atmosphere of mutual trust and respect. Such trust and respect can be developed and maintained only if truth and honesty prevail in the academic community. Moreover, it is the shared responsibility of all members of the University community to maintain this climate of honesty. Administrators, faculty, and students all benefit from the pursuit of academic excellence in an environment characterized by integrity, honesty, and mutual respect. Such community integrity is fundamental to, and an inherent part of, Jesuit education.

In keeping with this need for community integrity, students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University.

### *Acts of Dishonesty*

Students are sometimes unsure of what constitutes academic honesty. In all academic work, students are expected to submit materials that are their own. Examples of dishonest conduct include but are not limited to:

- cheating, i.e., copying examination answers from materials such as crib notes or another student's paper.
- collusion, i.e., working with another person or persons when independent work is prescribed.
- inappropriate use of notes.
- falsification or fabrication of an assigned project, data, results, or sources.
- giving, receiving, offering, or soliciting information in examinations.
- utilization of previously prepared materials in examinations, tests, or quizzes.
- destruction or alteration of the work of another student.
- the multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor.

- plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other students and submitted as one's own original work, will be considered plagiarism.

- the unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper or examination in question, and may record an "F" for the course itself. When appropriate, expulsion may be recommended. Moreover, a notation of the event is made in the student's file in the Academic Dean's office. Any faculty member encountering an academic offense such as, but not limited to, those listed above, will file a written report with his or her Dean, indicating reasons for believing the student has committed an academic offense, and indicating the proposed academic sanction. The student will receive a copy. (If the student is in a school other than that of the faculty member, a copy will be sent to the Dean of the student's school.) The student may, within 30 days following receipt of the faculty member's letter, request that the Dean investigate the allegations and meet with the party (parties) involved. The Dean will issue a written determination within two weeks of the meeting, with copies to the student(s) and to the professor. If the student requests an appeal to the Academic Vice President, an Academic Dishonesty Advisory Committee will be convened.

## Academic Grievance

The purpose of procedures for review of academic grievances is to protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

A "grievance" is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances which may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals.

Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.

"Remedies" would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually a semester) after the event which is the subject of the grievance.

### *Informal Procedure*

Step one: The student attempts to resolve any academic grievance with the faculty member, Department Chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she/he advances to step two.

Step two: The student consults the Chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she/he advances to step three.

Step three: The student presents the grievance to the Dean of the involved school, bringing to this meeting documentation of steps one and two. If the Dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedures.

#### *Formal Procedure*

Step one: If the student still believes that the grievance remains unresolved following these informal procedures, she/he initiates the formal review procedure by making a written request for a formal hearing through the Dean to the Academic Vice President. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the Dean's opinion of the grievance.

Step two: The Academic Vice President determines whether the grievance merits further attention. If not, the student is so informed. If so, the Academic Vice President determines whether it is a procedural or competence appeal. If it relates to procedural matter, she/he selects a Dean (other than the Dean of the involved school) to chair a Grievance Committee.

If it relates to an academic competence matter, the Academic Vice President requests from the Dean involved the name of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.

Step three: For procedural appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The Committee adheres to due process procedures analogous to those in the Faculty Handbook.

For competence appeals, the Academic Vice President contacts the outside panel members and requests that they review the case in relation to its content validity.

Step four: The recommendation from either the Grievance Committee or the panel is forwarded to the Academic Vice President in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The Academic Vice President renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Academic Vice President is the only University official empowered to change that grade, and then only at the recommendation of the Committee or panel.

## **Absences**

Freshmen are expected to attend every scheduled class. Excessive cuts from class are those that during a semester exceed twice the number of credits given for the course. For sophomores and upperclassmen, attendance is left to their own discretion except when professors specify differently. Faculty may recommend to the Dean that credit be withheld from a student who has incurred an excessive number of cuts in the course.

Unless there are serious reasons for absence on the day of an examination or a quiz, a grade of zero will be given for the missed work. A student may be excused from an examination for reasons beyond his or her control. In such cases, documentation must be provided. A student who misses an examination due to illness may wish to present an excuse from the University's health services or a private physician. In either case the excuse is submitted to the faculty. If rejected, the student may appeal to his/her Academic Dean.

## **Withdrawal**

Any student who withdraws voluntarily will be granted honorable dismissal only under the following conditions:

1. The student must not be already liable to dismissal for deficiencies, excessive absence, or misconduct.
2. The student must discuss intentions with the Dean of the school, and, if so instructed, must submit the request for withdrawal in writing from his or her parents or guardian.
3. The student must have settled all financial accounts with the University.



A student planning to withdraw should consult the Dean of his or her school, who will provide a form and directions that will clear his or her status with all interested offices.

Students granted honorable dismissal may request refund of tuition (but not of special fees) according to the schedule outlined in the University catalogue.

## Transcripts

Application for transcripts should be addressed to the Registrar's office and should state the name and address of the official to whom the transcript is to be mailed. In accordance with the general practice of colleges and universities, complete official transcripts are sent directly by the University, not transmitted by the applicant. Transcripts will not be processed during examination and registration periods. Requests for transcripts should be made one week in advance of the date they are needed.

## Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records which directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the Financial Aid Office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services. Information contained in student files is available to others using the guidelines below:

- a) Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
- b) Summary of behavioral records and copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
- c) All other information excluding medical records is available to staff members of the university on a need-to-know basis; i.e., prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

## Educational Leave of Absence

Students who are permitted to study at another institution, in such programs as the Washington Semester or Study Abroad, will be granted an Educational Leave of Absence. This status allows the student continued matriculation at Fairfield and provides assurance that studies successfully completed elsewhere will be credited to the Fairfield transcript. Approval for the Educational Leave of Absence is to be secured from the student's Academic Dean and will be granted upon completion of appropriate forms and the payment of the continuous registration fee for educational leave.



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# THE CURRICULA

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# The Curricula

## General Education Core Curriculum

The goal of a Fairfield education is to develop — in each student — the whole person: an intellectual being who can think clearly, accurately, dispassionately; a social being who cares about others and takes one's place in the world with them; a physical being who knows the laws, limitations, and beauty of the natural world; a spiritual being who seeks to make one's life express the truths of religion and philosophy.

Because Fairfield believes that a liberal arts education can achieve this goal, the University has developed a *general education core curriculum* which all undergraduates must take to acquire a broad liberal arts background in all academic areas. No matter what the student's major or field of specialization, during the years at Fairfield he or she will take from two to five courses in each of five areas.

Within the framework of these five areas, each student has a number of options so that fulfilling the requirement can become a stimulating and enjoyable experience while providing the breadth of knowledge necessary for further studies, and for life as a well-educated human being.

### Options within the Core Curriculum

#### *Area I: Mathematics and Natural Sciences*

- (1) 2 semesters of mathematics. At least one semester must include a course containing some calculus (Ma 10, 19, 21, 25, or 17). A sophomore or upper division course may be used with approval of the department.
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences fulfill this requirement.

#### *Area II: History and Social Science*

- (1) 2 semesters of history. Hi 30 and one other below 100 level introductory course. Also available as an option in this area is CI 115-116 (Greek and Roman Civilization).
- (2) 2 semesters in one or two of the social sciences.

**NOTE:** For majors in the social sciences, courses in the department in which they are majoring cannot be used to fulfill the social science requirement in the core.

#### *Area III: Philosophy and Religious Studies*

- (1) 2 semesters of philosophy. Ph 10 is required.
- (2) 2 semesters of religious studies. RS 10 and any other course in religious studies.
- (3) 1 additional course in either philosophy or religious studies.

#### *Area IV: English and Fine Arts*

- (1) 3 semesters of English. En 11-12 are required. The third course may be selected from any of the English literature offerings which have a number designation of 200 or over. Writing courses (En/W) do not fulfill the core literature requirement. Also available as options in this area are courses offering classical literature in translation. (See listings under Greek and Roman Studies.)
- (2) 2 semesters of fine arts. One semester must be in the area of art history, music history, theatre history, or film history.

#### *Area V: Modern and Classical Languages*

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the Modern Languages Department or the Greek and Roman Studies Program.

## Electives

All students in B.A. programs must have a minimum of eight free electives; students in B.S. programs must have a minimum of four free electives, except in the School of Nursing where two are required. These electives may be chosen in any area of study, presuming prerequisites are met, and cannot be determined or required by any Department or School.

## University Course Numbering System

### *Undergraduate*

- 01- 99 Introductory courses
- 100-199 Intermediate courses without prerequisites
- 200-299 Intermediate courses with prerequisites
- 300-399 Advanced courses, normally limited to juniors and seniors and open to graduate students with permission

### *Graduate*

- 400-499 Graduate courses (open to undergraduate students with permission)
- 500-599 Graduate courses

## Choice of Curriculum

Descriptions of the various curricula will be found in the college and school sections and, where appropriate, under the discipline heading. It is to be noted that in each curriculum the proper work of the *major*, or field of specialization, is concentrated in the junior and senior years; where preparatory courses are needed, they are taken in the freshman and/or sophomore year. For the student who desires a curriculum involving an ordered sequence of courses (natural sciences, accounting, mathematics) the initial choice of program is advantageous; for the student who is not so determined, it should be noted the freshman and sophomore courses provide a solid basis and background for any subsequent decision to major in such areas as economics, English, history, and languages.

## Honors Program

The Honors Program at Fairfield University offers the exceptional student a unique opportunity to participate in an interdisciplinary seminar, which integrates the depth of his or her field and the breadth of the many disciplines studied in the core curriculum. The Honors Program thus provides a context within which the student, working closely with several faculty members, may synthesize the aims of a liberal education.

Under the direction of two faculty members each semester, the seminar explores two historical periods from the diverse perspectives of the humanities and the natural and social sciences. These disciplines serve as lenses which focus the periods under consideration, forming thereby a comprehensive picture of these eras.

A theme pertinent to both historical periods unifies the year's study; the theme and historical periods addressed in the seminar changes from year to year. In 1984-85, for example, the theme will be "The City: the Many Faces of Urban Civilization," and the seminar will study Renaissance Florence and New York City in the 20th century.

The Honors Program, in addition, sponsors attendance at cultural events in the New York-New Haven area such as theatre, ballet, opera, and museum exhibitions. Occasionally participants in the program, students and faculty, meet socially to discuss their shared interest in the seminar's subject matter.

Enrollment in the seminar is normally limited to 15 students. Students entering their third or fourth year who have attained a Q.P.A. of 3.5 or better may apply. In extraordinary circumstances the Honors Committee will consider the admission of students who do not meet the Q.P.A. requirement but who otherwise demonstrate exceptional intellectual promise. Applicants must submit to the Director a copy of their academic transcript and the names of two faculty referees who are familiar with their work. The Honors Committee will interview the applicants. All acceptances will be made by the Honors Committee.

The seminar meets twice a week. The first weekly session will be devoted to a formal lecture, delivered by Fairfield or visiting faculty; the second to substantive discussion of the lecture and readings.

A final grade, which carries nine credits, will be assigned at the end of the academic year. The grade for the six-credit seminar is determined by the four professors who teach in the program and reflects the student's entire work in the seminar. The remaining three credits are given for the major research project, which normally addresses issues during the periods under consideration which fall within the student's major discipline. Each student will choose an advisor from his or her major field of study who will act as a resource person for the research project and preside at the student's oral presentation to the seminar.

The student will receive a special honors designation on his or her academic transcript if the final grade for the seminar and independent project is B+ or better.

## Minors

In addition to carrying a major, a student may exercise the option of selecting a minor outside the area of specialization. A minor is a cluster of thematically related courses drawn from one or more departments, usually in the range of 15 to 18 credits. Students electing a minor are still required to fulfill the liberal arts core requirement. Examples of minors available at Fairfield are the Education Program, Latin American and Caribbean Studies and Theatre Communication. With appropriate consultation and advisement, students may develop minor programs suited to their needs.

Since the minor is considered to be a supplement to the student's major program of study, its completion in a given case may not have the same priority as that of a major. In order to select a minor, a student must fill out the appropriate form, and then have it approved by his/her School or Department and placed on file with the University Registrar. The completion of the minor is subject to the availability of the course selected.

## Student Internships

### *Purpose*

The purpose of internship programs is to provide students with the opportunity of earning a maximum of six academic credits for experience in the public or private sector which has relevance to their academic major. It is expected that the internship will be mutually beneficial to both the students and the organization in which they are involved. As a cooperative effort, the internship experience should allow students an opportunity for the practical application of the principles and theories they are learning in their major field of study. The internship will not substitute for any other stated course(s) in the student's major field.

### *Eligibility*

1. Students may normally undertake an internship only after completion of the junior year of study.
2. Students must be in good academic standing as defined by the individual school in which they are pursuing their major.
3. Students must obtain approval to register for an internship from the designated faculty member or administrator in their Department or School, from whom they will receive more complete information on requirements and opportunities.

## Writing Center

The Writing Center provides advice and assistance to undergraduate and graduate students for any writing project. Staffed by faculty and local professional writers, the Center helps students with course papers, resumes, professional and graduate school essays, and any other writing tasks students may pursue. The Center is open during both daytime and evening hours for fall and spring semesters by appointment or for "drop-in" assistance.



## School of Business

Programs leading to the Bachelor of Science degree are offered by the School of Business in five major areas: accounting, finance, information systems, management, and marketing. Minors are available to all students in the School of Business in four areas: computer applications, information systems, international studies (offered jointly with the College of Arts and Sciences and the Graduate School of Corporate and Political Communication), and quantitative analysis. Building upon a strong foundation in the liberal arts and sciences, students are provided with a general core of knowledge and skills to equip them to understand the modern organizational environment and to function effectively within it.

## School of Nursing

The School of Nursing offers a curriculum leading to the Bachelor of Science degree with a major in nursing. This curriculum is designed to provide the opportunity for qualified individuals to prepare for professional practice in beginning positions, to provide the foundation for continued formal study in nursing, and to enhance growth toward maturity as individuals, citizens, and professionals. Graduates of this program are eligible for examination for licensure as registered nurses.





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COLLEGE  
OF  
ARTS AND  
SCIENCES

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# College of Arts and Sciences

**Acting Dean:** Kurt C. Schlichting  
**Associate Dean:** Vincent M. Murphy

## Degrees Offered

The College of Arts and Sciences, Fairfield's oldest and largest college, offers two degree programs: Bachelor of Arts and Bachelor of Science.

### Bachelor of Arts

*The Bachelor of Arts* is a liberal arts degree with emphasis on the humanities.

Major concentrations in the B.A. degree program include American studies, economics, English, fine arts (art, music, communication/theatre), history, modern languages (French, German, Spanish), philosophy, politics, psychology, religious studies, and sociology.

Students who have studied Latin in high school and who wish to continue their classical studies through two years of college may earn a *Bachelor of Arts with Classics* degree, even though they do not intend a classics major.

### Bachelor of Science

*The Bachelor of Science* is a liberal arts degree with an emphasis in the sciences.

Major concentrations in the B.S. degree program include biology, chemistry, engineering, mathematics, computer science, physics, and psychology. The concentration in biology provides well beyond the minimum requirements recommended by the Association of American Medical Colleges for admission to medical school.

Because the four-year programs for the B.S. degree depend upon the student's major concentration, these programs are shown under the appropriate departmental listings which follow.

### Specialized Programs in the College of Arts and Sciences

In addition to the traditional major concentrations, the College of Arts and Sciences offers specialized programs and academic services.

*Pre-Professional Programs:* Fairfield offers a challenging, competitive, and highly successful premedical/predental program. Students in this program pursue studies in a field of their personal interest while taking those courses necessary for admission to medical or dental school. The program is supervised by an interdisciplinary group of faculty who serve as special advisors to these students.

In addition, beginning September 1984, Fairfield University and the Georgetown School of Dentistry will offer highly motivated high school seniors a seven-year combined Degree Program in Dental Education. The first three years will be spent at Fairfield and the remaining four at Georgetown. Enrollment is limited.

Fairfield's pre-law program has been consistently successful over the past decade. Interested students are encouraged to take those courses in the liberal arts, business, and interdisciplinary areas which will develop the reading, writing, and analytical skills needed in law school. The program is closely supervised by faculty who serve as special advisors to pre-law students.

*Education:* Students who plan to teach in secondary schools will major in the discipline that they plan to teach and take the required education courses to qualify for certification as high school teachers.

*Cooperative Program in Engineering:* In cooperation with the University of Connecticut, Fairfield University provides a five-year engineering program that emphasizes both the liberal arts and professional preparation. A student in this program interrelates the course sequences with three engineering courses at Fairfield and four liberal arts electives at the University of Connecticut.

*American Studies:* This is an interdisciplinary program that examines American civilization through a combination of courses in English, history, politics, philosophy, and sociology.

**Applied Ethics:** This is an interdisciplinary program in the several fields of applied, professional, and business ethics.

**Inter-Institutional Courses:** Under a reciprocal agreement, full-time students at the University of Bridgeport, Fairfield University and Sacred Heart University may take certain courses at any one of the institutions without payment of any additional fees other than those paid the matriculating institution, providing:

1. The course is not currently offered by Fairfield University.
2. It is on an approved list indicating its availability to Fairfield University students.
3. The student has prior permission from his or her Dean to take the course.
4. Tuition commitments have been met in full at Fairfield University.
5. Students observe all regulations of the host institution.

**Study Abroad:** An advisor is available to assist students who may wish to spend a semester or year abroad. The advisor can provide information on many programs and develop a sequence of courses that will relate to the student's Fairfield program. Study abroad usually is undertaken in the junior year; approval of the Dean is required for study abroad in any other year.

**Internships:** Internships provide the opportunity for practical experience in a career field related to a student's major. The School of Business and most departments of the College of Arts and Sciences — such as economics, politics, sociology, and fine arts — offer credit for internships in appropriate agencies and business firms. Majors who wish to take advantage of these opportunities should consult their department Chair.

**Minors:** A number of departments in the college offer minors as well as majors. Interdisciplinary minors are available in applied ethics, communication arts, international studies, and Latin American and Caribbean Studies. For further information, contact the department Chair or Program Director.

**Honors Program:** The College of Arts and Sciences, participates in the university Honors Program (described earlier under "Curricula") for those undergraduates who have distinguished themselves in their studies. Eligible students choosing to pursue honors designation are required to conduct a research project under the supervision of a faculty member. Students are also required to meet in a bi-weekly interdisciplinary seminar. Successful completion of the Honors Program is recorded on the graduating student's transcript.

**Double Majors:** Students enrolled in the College of Arts and Sciences, and maintaining a satisfactory academic average, may elect to pursue a double major prior to the conclusion of their sophomore year. A specific program of study must be proposed which will satisfy the requirements of both majors as well as all core requirements. Written approval must be obtained from the Chairs of the departments in question and from the Dean. Upon successful completion of the proposed course of study, a double major will be indicated on the student's transcript.



## Departmental Requirements and Options

Each department or program in the College of Arts and Sciences has specific academic requirements and options for earning a degree in its academic field. Listed alphabetically on subsequent pages by department or program, those requirements and options are:

### Bachelor of Arts

	Semester Hours	
	<i>Fall</i>	<i>Spring</i>
<b>Freshman Year</b>		
English: En 11-12	3	3
History: Hi 30 and one other below 100 level introductory course	3	3
Foreign Language	3	3
Philosophy — Religious Studies	3	3
Mathematics	3	3
<b>Sophomore Year</b>		
Philosophy — Religious Studies	3	3
English — Religious Studies or Philosophy	3	3
Major	3	3
Fine Arts — Elective	3	3
Elective (or language)	3	3
<b>Junior Year</b>		
Science	3	3
Major (four courses)	6	6
Social Studies elective	3	3
Elective	3	3
<b>Senior Year</b>		
Major (four courses)	6	6
Fine Arts — Elective	3	3
Electives (four courses)	6	6

### Bachelor of Arts with Classics

	Semester Hours	
	<i>Fall</i>	<i>Spring</i>
<b>Freshman Year</b>		
Latin	3	3
Greek	3	3
English: En 11-12	3	3
Philosophy: 10	3	3
Religious Studies (RS 10-Option)	3	3
<b>Sophomore Year</b>		
Latin	3	3
Greek	3	3
Philosophy or Religious Studies—Elective	3	3
Major	3	3
Electives	3	3
<b>Junior Year</b>		
Science	3	3
Major (four courses)	6	6
Social Studies Elective	3	3
Electives	3	3
<b>Senior Year</b>		
Major (four courses)	6	6
Electives (six courses)	9	9

*NOTE: Four semester courses will be chosen as electives from history, language, or fine arts.*



Program in

## American Studies

**Director:** O'Connor

**Departmental Coordinators:** Anderson (*Sociology*), Benney (*Religious Studies*), M. Grossman (*Philosophy*), O. Grossman (*Fine Arts*), M. McCarthy (*History*), N. Rinaldi (*English*).

The American Studies program provides the student with an interdisciplinary curriculum devoted to the examination of American civilization — its culture, institutions, intellectual tradition, and the relationships of its people. Such a course of study makes possible a unified and comprehensive approach to American life and thought. Besides the thematic unity implicit in such a course of studies, the student will be exposed to the methodological differences which characterize the traditional scholarly disciplines as they deal with the infinite complexities of the American experience.

Requirements for a 30-credit major in American Studies are:

- 12 credits in discipline concentration. The student may concentrate in one of the following: history, literature, philosophy, political science, or sociology.
- 12 credits to be selected from American-oriented courses in disciplines other than the discipline concentration. The student must select at least three different disciplines.
- 3 credits. Research/Theme Course. Senior year.
- 3 credits. American Intellectual Tradition. Senior year.

## Courses Available for the American Studies Major

### American Studies

AS 101	Independent Research Project
AS 102	The American Intellectual Tradition
AS 121	Business in America: A Cultural Historical Perspective
AS 125	American Labor: Image and Reality
AS 127	America in Film
AS 130	Artist in America
AS 140	The City in America
AS 189	Literature and Religion: The American Experience

### Fine Arts

FA 104	American Drama
FA 149	American Architecture
FA 152	American Art: Colonial/Early Republic
FA 153	American Art: 19th and 20th Centuries
FA 186	Popular Music in America
FA 187	American Music

### History

Hi 242	American Immigrant History
Hi 244	American Military History
Hi 249	U.S. Diplomatic History I
Hi 250	U.S. Diplomatic History II
Hi 253	Colonial America
Hi 254	Era of the American Revolution
Hi 255	Jeffersonian and Jacksonian America, 1800-1848
Hi 256	Utopianism in American History
Hi 336	Civil War and Reconstruction
Hi 338	The Emergence of Urban-Industrial America, 1860-1900
Hi 339	Early Twentieth Century America, 1900-1933
Hi 340	Mid-Twentieth Century America, 1930-1960
Hi 341	Social History of the U.S. I
Hi 342	Social History of the U.S. II

**Literature**

- Eng. 380 Colonial American Literature  
 Eng. 381 American Romanticism  
 Eng. 382 American Literature, 1865-1920  
 Eng. 383 American Literature, 1920-1950  
 Eng. 384 American Literature, 1950-Present  
 Eng. 387 American Novel  
 Eng. 389 Literature and Religion: The American Experience  
 Eng. 391 Myth in American Literature

**Philosophy**

- Ph 194 American Philosophy  
 Ph 397 Social and Business Ethics

**Political Science**

- Po 118 American Political Thought  
 Po 148 U.S. Foreign Policy  
 Po 150 Urban Politics  
 Po 166 Private Power and Public Policy  
 Po 216 Utopian Politics  
 Po 252 Democracy and Political Change  
 Po 368 Politics of Mass Popular Culture  
 Po 369 American Campaign Techniques

**Religious Studies**

- RS 138 American Catholic Theologians  
 RS 193 Non-Traditional American Religion  
 RS 240/ So 151 Sociology of Religion

**Sociology**

- So 112 American Society  
 So 142 Race and Ethnic Relations  
 So 152 Medical Sociology  
 So 153 Business and Society  
 So 154 Sociology of Sport  
 So 161 Urban/Suburban Sociology  
 So 171 Sociology of Law  
 So 173 Criminology

Note: Course descriptions for the above may be found in the departmental course listings.

**AS 101 Independent Research Project**

During senior year, each American Studies major writes a research paper under the supervision of several participating faculty members. Students are encouraged to integrate different intellectual disciplines in the design and realization of their project.

3 semester hours

**AS 102 The American Intellectual Tradition**

This course is a seminar on major ideas and themes which have helped shape American life. A conscious effort is made to demonstrate the interaction between intellectual, social, and cultural dynamics in the formation of America.

3 semester hours

**AS 121 Business in America: A Cultural Historical Perspective**

This course will examine the evolution of America from an agrarian to an industrial society. The topics covered include: the philosophical assumptions of capitalism, the progressive economic stages of capitalism, the myth and reality of the entrepreneurial age, the rise of bureaucracies, and the technological revolution. These topics will be viewed from the diverse perspectives of poets, economists, sociologists, novelists, theologians, and dramatists.

3 semester hours

**AS 125 American Labor: Image and Reality**

This course employs an historical mode in its investigation of the American labor movement. Through the years, American working men and women have adjusted to the changing economic environment. This course will focus upon the emergence of trade unionism and the concept of collective bargaining as protective devices employed by the working force in an industrial and bureaucratic environment. Besides tracing the evolution of trade unionism, the course will also explore the impact of various media in shaping attitudes toward trade unionism.

**AS 127 America in Film**

This course provides a critical examination of important American films with the intention of exploring the impact of film as a myth-making medium. Some of the topics to be analyzed include: history in film, sexual role playing, social class and institutions, and the religio-ethical assumptions implicit in American films.

3 semester hours

**AS 130 Artist in America**

This team-taught course will survey the relationship between various artistic forms in the American experience. The methodology will be interdisciplinary in the examination of the social and cultural milieu which has shaped the artist and his or her themes. Some of the specific subjects to be covered include: "The Tension Between Popular and 'Serious' Music," "Literature and Painting," "The Role of Cultural Dictators," "Jazz: A Native Art Form," "The Poet in a Mass Society," and "Film: A Collaborative and Popular Art."

3 semester hours

### AS 140 The City in America

This team-taught course will trace the historical development of the American city and its inevitable effect upon the American imagination. After examining the city from a historical and artistic perspective, the focus will shift to social and political analysis. Topics to be covered include: the relationship of the suburbs to the city; state and federal responses to urban problems, the relationship of private enterprise to the city and the continuing impact of media in shaping our attitudes toward the urban environment. *3 semester hours*

### AS 189 Literature and Religion: The American Experience

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religio-ethical matters as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions.



## Program in Applied Ethics

**Director:** Newton (*Philosophy*)

**Participant Faculty:** Burns (*Religious Studies*); Carr (*Philosophy*); A. Katz, Orman (*Politics*); Ryba (*Business*); Obrig (*Nursing*); Ross (*Biology*)

The Program in Applied Ethics is an integrated set of team-taught interdisciplinary courses, seminars, lectures, colloquia, and workshops in the fields of business ethics, ethics of health care, ethics of science, ethics in law, and ethics in government. Its unified approach to the theory and practice of ethical conduct is designed to raise the student's level of awareness of the moral dilemmas of his or her chosen field of practice, of allied fields, and of the society as a whole. The program, which received its initial impetus from a grant from the National Endowment for the Humanities, now offers a series of core-level and elective courses and seminars, and a 15-credit minor.

Requirements for a minor in applied ethics:

1. Core credits in Area III should include a philosophy course that emphasizes ethics, a religious studies course that emphasizes moral theology, and one intermediate level (200) course in applied ethics.
2. Beyond the core, courses should include:
  - a. 6-9 credits in intermediate AE courses (AE 285, AE 286, AE 291, AE 295, AE 296)
  - b. 6-9 credits in advanced AE seminars (AE 391, AE 395-396, AE 397-398)
3. Substitutions are possible as approved by the Program Director.

### AE 285 Ethics of Health Care

An inquiry into the moral dilemmas of the health care setting. Among the topics considered are patients' rights ("paternalism"; informed consent to therapy and participation in research); dilemmas of life and death (euthanasia, abortion, care for the dying); allocation of health-care resources; special dilemmas of health-care professionals. *3 semester hours*



**AE 286 Ethics of Research and Technology**

An exploration of the moral dilemmas that attend the search for and application of scientific knowledge. Topics considered will include the methods of science and their limits (e.g., in research with human subjects), data-faking and other fraud, the effects of rapidly expanding fields of technology on medicine and industry, environmental impact and ecological boundaries. *3 semester hours*

**AE 291 Ethics in Business Management**

An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; truth in advertising, corruption and bribery here and abroad; whistle-blowing and company loyalty; regulation, self and government; the future of capitalism. *3 semester hours*

**AE 295 Ethics in Law and Society**

An inquiry into the ethical dilemmas of making, enforcing, adjudicating, obeying, and practicing the law. Topics include the nature of law and the province of jurisprudence, legal, and moral responsibility, conscientious objection, socialization of lawyers, comparative law, and the limits of adjudication. *3 semester hours*

**AE 296 Ethics in Government**

An investigation of the moral dilemmas pertaining to governing and being governed. Topics include corruption at every level of government, official secrecy, presidential deception, lawbreaking by lawmakers; war, peace, revolution, and the moral principles that govern them; other problems of society. *3 semester hours*

**AE 391 Seminar in Business Ethics**

An intensive study of ethical dilemmas of business management, primarily as encountered in real cases. Student presentations, papers, and discussions will investigate the links between the cases and the literature of ethical theory. *3 semester hours*

**AE 395-396 Seminar in Ethics of Law and Government**

An intensive investigation of ethical dilemmas of governing, law making, and practicing law, through texts on philosophy, international politics, peace and war, the problems of being (and becoming) a lawyer, and the uses and abuses of the political process. *6 semester hours*

**AE 397-398 Seminar in Bioethics**

An intensive study of selected problems in the ethics of medicine, medical research, and health care, through extensive reading and student presentations and discussion. Topics include abortion, genetic engineering, death and euthanasia, the professional-patient relationship, research on human subjects, and alternative modes of health care. *6 semester hours*

**Art**

(See *Fine Arts*)



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Department of

## Biology

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**Professors:** Combs, Rice, Ross

**Associate Professors:** Bongiorno, Braun,  
Brousseau, Poincelot (*Chair*)

**Assistant Professor:** M. Barone

**Lecturer:** Hope-Ross

**Adjunct Faculty:** Blogoslawski, Cassell, Oster

The Biology curriculum seeks to prepare students for future professional work in the life and health sciences. During the first two years of the program, the department requires General Biology I and II (Bi 91, Bi 92), Genetics (Bi 221), Ecology (Bi 260) and two semesters each of inorganic chemistry, organic chemistry, general physics, and calculus. During the last two years, a minimum of four additional courses within the department are required. These are to be selected from four blocks of courses, which represent basic areas of biology. One elective from each of the following blocks is required.

*Molecular Biology:* Microbiology (Bi 252), Molecular Biology: The Nucleus (Bi 254), Molecular Biology: Cytoplasmic Organelles (Bi 255), Immunology (Bi 256), General Virology (Bi 257).

*Morphological & Developmental Biology:* Comparative Anatomy (Bi 202), Histology (Bi 231), Embryology (Bi 242).

*Organismal Biology:* Marine Invertebrate Zoology (Bi 262), Coral Reef Ecology (Bi 263), Ornithology (Bi 264), Entomology (Bi 265), Animal Behavior (Bi 267), Marine Ecology (Bi 361), Marine Pollution (Bi 366).

*Physiological Biology:* Cell Physiology (Bi 211), Mammalian Physiology (Bi 212), Endocrinology (Bi 213), Plant Physiology (Bi 215).

The choice of block electives will vary according to the student's career objective and interest. Choices should be made after consultation with appropriate advisors within the Department. This would complete the Department's minimal requirement for the B.S. degree and be sufficient to produce a professional biologist. The student has four electives beyond this point, which can be additional block electives and/or advanced electives within the Department, or electives outside the Department. The elective portion of the program is, therefore, subject to individual modification based on the student's career interest and faculty consultation. Thus, students interested in molecular biology may take an advanced course in molecular biology; or those interested in medical or dental schools may enroll in physical and quantitative inorganic analysis as part of a chemistry minor; or students interested in neurobiology may pursue a double major in biology and psychology. Similar arrangements can be made for those interested in forensic or environmental law, biomathematics, biophysics, biocommunications, and other areas.

The research interests of the faculty provide the opportunity for qualified seniors to participate in either laboratory or library investigations under the guidance of a professor in the student's chosen area of interest. Internships at off-campus institutions can also be arranged for qualified juniors and seniors. Thus, emphasis on the individual is found not only in the elective program but also in independent study. Our students can pursue the following advanced education or careers upon graduation with a biology major.

*Allied Health School*

Chiropractic  
Epidemiology  
Mortuary Science  
Naturopathy  
Nutrition  
Optometry  
Osteopathy  
Physiotherapy  
Public Health  
Podiatry

*Business* (hospital administration, pharmaceuticals)

*Dental School**Graduate School*

Animal Science  
Biochemistry  
Biocommunications  
Biomathematics  
Biomedical Engineering  
Biophysics  
Ecology  
Genetics & Developmental Biology  
Marine Biology  
Microbiology  
Molecular Biology  
Natural History  
Neurobiology  
Physiology  
Plant Science

*Law School* (Forensic or Environmental Law)

*Local, State, and Federal Government* (positions requiring a knowledge of biology)

*Medical School**Veterinary School***Bachelor of Science**

(Major in Biology)

	<b>Semester Hours</b>	
	<i>Fall</i>	<i>Spring</i>
<b>Freshman Year</b>		
Biology (Bi 91-92)	4	4
Chemistry (Ch 11-12)	4	4
Mathematics (Ma 21-22)	3	3
Philosophy — Religious Studies	3	3
Foreign Language	3	3
<b>Sophomore Year</b>		
Chemistry (Ch 211-212)	5	5
Physics (Ps 83-84)	4	4
Biology (Bi 221-260)	3	4
English (En 11-12)	3	3
Philosophy — Religious Studies	3	3
<b>Junior Year</b>		
Biology — Block Elective	4	4
English — Philosophy or Religious Studies	3	3
Social Studies Electives	3	3
Electives	6	6
<b>Senior Year</b>		
Biology — Block Elective	3	3
History (Hi 30 and one other below 100 level introductory course)	3	3
Fine Arts — Elective	3	3
Electives	6	6



### **Bi 15 General Biology I**

An introduction to the study of biology for the non-science major. The purpose of the course is to familiarize the student with the general biological principles that govern the activities of all living systems. Concepts such as the biochemical origin of life, cellular morphology and physiology, and human genetics are presented. 3 lecture-demonstration periods.

*3 semester hours*

### **Bi 16 General Biology II**

A continuation of Bi 15. The human body is the focus of study, with emphasis on man's place in the biosphere. 3 lecture-demonstration periods.

*3 semester hours*

### **Bi 72 Horticulture**

An understanding of horticulture will be achieved through the examination of basic horticultural science, practice, and plant material. The science aspect will cover nomenclature, plant parts, basic processes, and plant development as influenced by the environment. Practices will include propagation, management of the indoor and outdoor environments, and cultural needs. Plant materials covered will include ornamental plants (flowers, shrubs, trees, lawns, greenhouse and house plants), vegetables, fruits, nuts, and herbs. This course is open only to nonscience majors. 3 lectures.

*3 semester hours*

### **Bi 75 Ecology and Society**

Students will examine the available scientific evidence, and then be encouraged to draw their own conclusions concerning environmentally sensitive issues. These issues will be covered through lectures, readings, films, and occasional off-campus field trips (by arrangement). Areas of concern will include environmental issues raised by modern society's conflicting needs for land, water, a livable environment, and renewable/nonrenewable resources. This course is open to all except biology majors. 3 lectures.

*3 semester hours*

### **Bi 76 Human Heredity**

A course designed to introduce the nonscience major to the principles of human inheritance. The mechanism of gamete formation and the chromosomal and biochemical basis of heredity are discussed along with their effects upon changes in the phenotype. An introduction to population genetics, race formation, and eugenics is presented. 3 lectures.

*3 semester hours*

### **Bi 83 Fundamental Concepts in Biology**

A course for psychology majors. A study of biological molecules; the structure, function, and reproduction of the cell; energy transformations; patterns of inheritance; the nature of the gene and its action; development; the origin of life and evolution through natural selection. 3 lectures, 1 laboratory.

*4 semester hours*

### **Bi 84 Fundamental Concepts in Biology**

A continuation of Bi 83 including: a survey of vertebrate anatomy and physiology, animal behavior and ecology. 3 lectures, 1 laboratory.

*4 semester hours*

### **Bi 91-92 General Biology (Majors)**

An introduction to biology for the biology major. The course covers the classification and phylogenetic survey of the plant, animal and other biological kingdoms. An examination of the cytology, anatomy, physiology, and development of representative organisms in each kingdom is considered. 3 lectures, 1 laboratory period.

*4 semester hours*

### **Bi 103 Statistics for the Life Sciences I: Basic Statistics**

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance. Although this course may stand alone as an introduction to statistics, it is assumed that most students will continue into Research Design (Bi 104). This course is open to majors in the behavioral, biological, and physical sciences. 3 lectures.

*3 semester hours*

### **Bi 104 Statistics for the Life Sciences II: Research Design**

This is an advanced course in inferential statistics. Its purpose is to extend the student's abilities in the design and analysis of research projects through a consideration of hypotheses, theories, measurement, control, and the logical bases of experimental inference. Advanced statistical methods, such as analysis of variance, analysis of co-variance, and non-parametric procedures presented. 3 lectures.

*3 semester hours*

**Bi 107-108 Human Anatomy and Physiology**

This course is recommended for students of nursing education, and liberal arts. It is designed to give familiarity with the anatomy and physiology of body processes with special emphasis on the practical aspects of circulation, respiration, digestion, reproduction, the glands of internal secretion, and including techniques for measuring blood pressure, blood typing, and others. 3 lectures, 1 laboratory period. Biology majors can take this two-semester course, which can be used to satisfy *one* block, either the morphological and developmental or physiological block. *8 semester hours*

**Bi 151 Elements of Microbiology**

An elementary course in microbiology for students in nursing education, which aims to show the importance of microorganisms to everyday life. General considerations and applications of this science are discussed with little emphasis on technical and theoretical details. Relationships of microorganisms to foods, sanitation, and disease are shown. The laboratory work deals with simple techniques employed in the study of microorganisms. 3 lectures, 1 laboratory. *4 semester hours*

**Bi 202 Comparative Anatomy of Chordates**

A detailed and systematic study of the chordate skeletal, integumentary, muscular, respiratory, urogenital, nervous and endocrine systems with special emphasis on the anatomy of a mammal as compared with the anatomy of the other classes of chordates. 2 lectures, 2 laboratory periods. Prerequisites: Bi 91-92. *4 semester hours*

**Bi 211 Cell Physiology**

A study of life at the cellular level. The physicochemical nature of the function and integration of the ultrastructure components of procaryotic and eucaryotic cells are considered. Included is a treatment of the current aspects of the generation and storage of chemical energy by cells as well as the composition, structure and assembly of biological membranes and their role in internal regulation as influenced by external agents. The laboratory emphasis is on techniques in cell physiology and the identification of biochemical substances. 3 lectures, 1 laboratory. Prerequisites: Bi 91-92; Ch 11-12, 211-212. *4 semester hours*

**Bi 212 Mammalian Physiology**

A consideration of homeokinesis in the mammalian organism studied by means of a comprehensive survey of the morphology and physiology of the organ systems of the human body. 3 lectures, 1 laboratory. Prerequisites: Bi 91-92; Ch 11-12, 211-212. *4 semester hours*

**Bi 213 Endocrinology**

A study of the glands of internal secretion, their location, anatomy, and function. The nature of their secretions and importance in the regulation of body functions will be discussed. 3 lectures. Prerequisites: Bi 91-92; Ch 11-12, 211-212. *3 semester hours*

**Bi 215 Plant Physiology**

A study of the environmental (light, temperature, soil, water, and nutrients) and internal (metabolism, membrane phenomena, translocation, and phytohormones) factors that affect plant development. 3 lectures. Prerequisites: Bi 91-92; Ch 11-12, 211-212. *3 semester hours*

**Bi 221 Genetics**

A study of the principles of Mendelian inheritance and modern theories of heredity; and an introduction to experimental, biometrical, and cytological methods. Whenever possible, examples illustrate the practical applications of the fundamental laws of inheritance in the breeding of plants and animals and in human heredity. 3 lectures. Prerequisites: Bi 91-92. *3 semester hours*

**Bi 231 Histology**

A study of the microscopic anatomy of vertebrate animals; the morphology of cells and their combinations in the various tissues and organs of the body. The structure of cells, tissues and organs is constantly related to their functions in the different vital processes, and to the participation of the fundamental tissues in the formation of organs and systems of organs. 2 lectures, 2 laboratory periods. Prerequisites: Bi 91-92. *4 semester hours*

**Bi 242 Vertebrate Embryology**

A course in vertebrate development anatomy; the morphology and physiology of the reproductive organs, gametogenesis, segmentation, gastrulation, and the formation of the primary germ layers; a detailed study of the chick embryo from the primitive streak to the establishment of the organs and systems and a consideration of the 10 mm pig embryo. 2 lectures, 2 laboratory periods. Prerequisites: Bi 91-92. *4 semester hours*

**Bi 252 Microbiology**

A study of the morphology, physiology, and genetics of microorganisms. Nutritional requirements, enumeration methods, and biochemical characteristics are among the topics presented in the laboratory sessions. 3 lectures, 1 laboratory. Prerequisites: Bi 91-92, Ch 211-212. *4 semester hours*



### **Bi 254 Molecular Biology: The Nucleus**

An introduction to molecular biology. This course examines protein structure, DNA structure, RNA structure, the role of DNA and RNA in protein synthesis and the replication and repair of DNA and RNA in eucaryotic and procaryotic cells. The effects of mutations will be related to DNA, RNA, and proteins. 3 lectures. Prerequisites: Bi 91-92; Ch 11-12, 211-212.

3 semester hours

### **Bi 255 Molecular Biology: Cytoplasmic Organelles**

This course will discuss instrumental analysis of biological structures and cover such topics as the cell membrane and permeability, cytoskeleton and cell motility, the endoplasmic reticulum and golgi complex with regard to cell secretion, the mitochondria and lysosomal organelles. 3 lectures. Prerequisites: Bi 91-92; Ch 11-12, 211-212.

3 semester hours

### **Bi 256 Immunology**

An introduction to immunology. This course will cover the humoral and cellular basis of immune response. Antigens, the structure and function of immunoglobulins, antibody formation and living/experimental manifestations of the immune response will be emphasized. 3 lectures. Prerequisites: Bi 91-92; Ch 11-12, 211-212.

3 semester hours

### **Bi 257 General Virology**

This introductory course is designed to cover the entire field of virology, but special emphasis will be placed on animal viruses. Coverage will center on the physical, biochemical, and biological aspects of each bacterial, plant and animal virus class. Discussion will stress viral morphology, replication and assembly; pathogenesis of viral infections, and the epidemiology, prevention and control of viral disease. 3 lectures. Prerequisites: Bi 91-92; Ch 11-12, 211-212.

3 semester hours

### **Bi 260 Ecology**

The relationships of living organisms with each other and with their environments viewed through total cycles of nutrients and total flows of energy. Local ecosystems are visited on field trips. 3 lectures, 1 laboratory. Prerequisites: Bi 91-92; Ch 11-12.

4 semester hours

### **Bi 262 Marine Invertebrate Zoology**

A study of the phylogeny, morphology, and physiology of the major marine invertebrate groups, with emphasis on local fauna. The laboratories will include field trips to the coast to collect specimens for identification and study. 2 lectures, 1 laboratory. Prerequisites: Bi 91-92, 260.

3 semester hours

### **Bi 263 Coral Reef Ecology**

A study of Caribbean coral reef types, e.g., bank barrier reefs, patch reefs, algal ridges, etc., focusing on their development within a biological and geological framework. Predominant floral and faunal assemblages of the reef and their interrelationships are emphasized. 2 lectures, 10-day field trip. Costs for transportation and part of the laboratory fees are borne by the student. Prerequisites: Bi 91-92, 260.

3 semester hours

### **Bi 264 Ornithology**

Lecture study of the evolution, anatomy, taxonomy, ecology, and ethology of birds. Laboratory and field work will focus on the orders of the birds of the world and identification of all local species. 2 lectures, 1 laboratory. Prerequisites: Bi 91-92, 221, 260.

3 semester hours

### **Bi 265 Entomology**

An introduction to the study of insects. The course will stress principles of insect morphology, physiology, and taxonomy. Laboratories will be devoted to examination of representatives of the more familiar insect orders. 2 lectures, 1 laboratory period. Prerequisites: Bi 91-92.

3 semester hours

### **Bi 267 Animal Behavior**

An examination of data which pertain to the following generalizations: the behavioral repertoire exhibited by an animal is closely dependent upon the complexity of the nervous system; the behavioral response is dependent upon the hormonal state and specific environmental stimuli; the behavior is adaptive and functionally indispensable in survival of the species; many behavioral patterns are periodic; capacity for behavioral expression is inherited; behavior has evolved and is subject to natural selection. 3 lectures. Prerequisites: Bi 91-92, 221, 260.

3 semester hours

### **Bi 283 Naturalist Internship**

One-day-a-week internship program at a local nature center. Experiences to include familiarization with flora and fauna indigenous to the area; care and feeding of animals; maintenance of nature trails; and working with small groups. This course is for students interested in teaching high school biology.

3 semester hours

### **Bi 285 Internship-Student Teaching**

Two-days-a-week internship program at a local nature center. Experiences to include leading of small groups consisting of children at all age levels on nature walks; working with staff to develop and implement programs dealing with the environment and conservation; developing skills in preparing displays; identification of flora and fauna; and other related tasks. This course is for students interested in teaching high school biology.

6 semester hours



**Bi 287 Bridgeport Hospital Internship**

This internship is available as a sixth course for junior level biology majors, who are interested in premedical studies and are in good academic standing. Students will spend four hours a week under the supervision of physicians and other hospital staff. Experiences will include the range of hospital activities: emergency room, operating room, laboratories, wards, and pathology. Students are responsible for their own transportation. *1 semester hour*

**Bi 296 Special Topics in Biology**

This course, open to seniors only, requires library research and the writing of a scholarly paper on a special topic. The student must discuss the topic with and arrange for the consent of an appropriate professor prior to registration. *2 semester hours*

**Bi 298 Research**

A research thesis, involving laboratory investigation, is required. Seniors wishing to register for this program must first obtain the consent of the professor supervising research in the area of their interest. Present projects include research on cell wall biosynthesis, a milk enzyme associated with arteriosclerosis, population dynamics of shellfish, salt marsh ecology, and human-associated yeasts found on shellfish.

*Credit by arrangement*

**Bi 361 Marine Ecology**

A study of marine communities and their environment, with special consideration of ecosystems in the sea. The laboratories will be held on the waters of Long Island Sound. 2 lectures, 1 laboratory. Prerequisites: Bi 91-92, 260. *3 semester hours*

**Bi 366 Biology of Marine Pollution**

The origin, description, detection, and control of biological and chemical pollutants, and the conservation of terrestrial, aquatic, and atmospheric natural resources. Field trips to investigate and characterize changes in Long Island Sound waters which are heavily impacted by heavy metals, hydrocarbons, and pesticides. Prerequisites: Bi 91-92, 260. *3 semester hours*

**Bi 397-398 Internships**

These internships are available for senior level biology majors who are in good academic standing. While variable and subject to availability, present internships take place at the Burke Rehabilitation Center, the Connecticut Audubon Society, and the Easter Seal Rehabilitation Center of Eastern Fairfield County. Other internships are subject to individual arrangement. Transportation will be provided by the student. Students wishing to register for this program must first discuss it with the Chair and also obtain the consent of the professor supervising the internship.

*Credit by arrangement*

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**Department of  
Chemistry**

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**Professors:** J. Barone, Boggio (*Chair*), Elder, MacDonald, O'Connell

**Associate Professors:** Lisman, Sarneski

**Assistant Professors:** Pulito, Weddle

The Department provides a curriculum which ensures a comprehensive yet balanced exposure to the science of chemistry. Courses are provided for chemistry majors, for other physical science majors, for nonscience majors, and for students planning study beyond the associate degree.

By appropriate selection of courses, the chemistry major can develop the necessary background for entrance into a variety of endeavors such as high school teaching, studies in medicine or dentistry, studies in allied sciences such as oceanography and geochemistry, graduate work in chemistry, employment in the chemical industry, patent law, or in government.

The curriculum, staff and facilities of the Department are approved by the American Chemical Society as meeting its standards for professional training in chemistry.



**Bachelor of Science***(Major in Chemistry)*

	<b>Semester Hours</b>	
	<i>Fall</i>	<i>Spring</i>
<b>Freshman Year</b>		
Chemistry (Ch 15-16)	4	4
Mathematics (Ma 25-26)	4	4
Physics (Ps 15-16)	4	4
English (En 11-12)	3	3
Philosophy — Religious Studies	3	3
<b>Sophomore Year</b>		
Chemistry (Ch 211-212)	5	5
Mathematics (Ma 225-226)	4	4
English — Philosophy	3	3
Fine Arts — Chemistry (Ch 222)	3	4
Foreign Language	3	3
<b>Junior Year</b>		
Chemistry (four courses)	7	6
Social Studies Electives	3	3
Religious Studies — Religious Studies or Philosophy	3	3
Electives	3	3
<b>Senior Year</b>		
Chemistry (four courses)	8	6
History (Hi 30 and one other below 100 level introductory course)	3	3
Electives — Fine Arts	6	6

- 1) The student intending to enter primary or secondary school teaching should consult annually with the Chairs of the Departments of Chemistry and Education for appropriate modifications of this curriculum.
- 2) The student intending to enter medical or dental studies should consult with the Chair of the Chemistry Department for appropriate modifications of this curriculum.

*(Minor in Chemistry)*

A minor in chemistry requires six courses in chemistry, at least four of which carry course numbers of 200 or greater.

**Ch 10 Chemistry — Sights and Insights**

This course will fulfill a science requirement and has no prerequisites. Chemistry is presented via lecture and demonstration. The goal of the course is to provide the student with insights into the microscopic world of atoms and molecules in order that the macroscopic observable properties of real substances be more clearly understood. The models developed in the course will be applied to representative substances from inorganic, organic and biochemistry.

*3 semester hours***Ch 11-12 General Inorganic Chemistry I & II**

A two-semester sequential offering in which the following topics are covered: atomic and molecular weights, the mole concept, avogadro's number, stoichiometry, energy relationships in chemical systems, the properties of gases, the electronic structures of atoms, periodic relationships among the elements, chemical bonding, geometries of molecules, molecular orbitals, liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium, free energy, entropy, acids and bases, aqueous equilibria, electrochemistry, nuclear chemistry, chemistry of some metals and nonmetals, chemistry of coordination compounds. 3 lectures, 1 laboratory.

*4 semester hours***Ch 15 Fundamental Inorganic Chemistry I**

This course, intended for chemistry, physics, and engineering majors with a high school background in chemistry, is an introduction to theoretical chemistry. Particular stress is given to the fundamental relations existing between the properties of matter and electronic structure. Some of the topics treated are stoichiometry, matter and energy, the law of mass action, wave-particle duality, chemical bonding and geometry, periodicity and kinetic theory. The laboratory work emphasizes the applications of chemical equilibrium theory to systematic qualitative analysis. 3 lectures, 1 laboratory.

*4 semester hours***Ch 16 Fundamental Inorganic Chemistry II**

This course, a continuation of Ch 15, is one in which a more advanced approach is maintained and a carefully graduated use of calculus is made. Some of the topics treated are the states of matter, theory of solutions, electrochemistry, the thermodynamic functions, electrochemical processes and calculations, ionic equilibrium, and chemical kinetics. The laboratory work concerns itself principally with volumetric and gravimetric methods of analysis; the student is encouraged to substitute an individual project for part of the formally assigned laboratory work. 3 lectures, 1 laboratory. Prerequisite: Ch 15.

*4 semester hours*



**Ch 17-18 Introductory Inorganic Chemistry I and II:  
A Unifying Approach**

This two-semester sequence addresses many fundamental topics indigenous to the practice of current chemical science (for a general listing of topics see Ch 11-12, Ch 15-16). The purpose of this course is to provide the student, who already has had a fairly strong introduction to chemistry in high school, with a treatment of chemical principles and applications which provides a unifying perspective to the subject. Efforts will be made to introduce contemporary thinking and practice, and examples related to chemistry in the life sciences. Lecture demonstrations to focus the students' observational powers on experimental aspects of chemistry will be included.

4 semester hours

**Ch 32 Chemistry of the Human Body**

This course, having no prerequisite, is specifically intended for the non-scientist, and presents the essentials for the lay person's understanding of the chemistry of the human body: chemicals of (1) life, (2) health, (3) disease and (4) cure. The course is conducted (as a discussion seminar) using readings from *Scientific American* specifically selected for the participants.

3 semester hours

**Ch 33 Chemistry of the New Nutrition**

This course has no prerequisites and will fulfill a science requirement. The course is based on biochemist Roger J. Williams' concept of biochemical individuality and presents nutrition from the viewpoint of the chemist: fats and carbohydrates are mainly the sources of chemical energy driving body processes; quality protein, vitamins, and minerals yield enzyme chemical structures that control body chemistries. Concepts of classical nutrition, such as minimal daily requirements of nutrients, are included but not emphasized.

3 semester hours

**Ch 81 General Chemistry I**

An introduction to the study of chemistry for non-science majors. Fundamental principles of inorganic and organic chemistry are discussed and applied to chemical reactions and phenomena. 3 lectures, 1 laboratory.

4 semester hours

**Ch 82 General Chemistry II**

A continuation of Ch 81, emphasizing the chemistry that is typical of living systems. 3 lectures, 1 laboratory.

4 semester hours

**Ch 83 Survey of Chemistry**

This course has no prerequisites and will fulfill a science requirement. After presenting the introductory topics of atoms, molecules, chemical structure, and chemical energy, the course proceeds to chemical topics of interest to modern society: energy sources, water and air pollution, polymers, agricultural, and food chemistry. The course concludes with the topic chemistry and medicine.

3 semester hours

**Ch 202 Elements of Physical Chemistry**

This course is intended for biology majors and for students preparing for secondary school science teaching. Emphasis is placed on the laws of thermodynamics, chemical equilibrium, solutions of electrolytes, electrochemical cells, and chemical kinetics. Throughout the course special emphasis is given to the physicochemical properties of living systems. Prerequisites: Ch 11-12, Ps 83-84, Ma 21-22, or equivalent.

3 semester hours

**Ch 202L Laboratory for Physical Chemistry**

Laboratory experiments illustrate the principles discussed in class, (i.e., thermodynamics, kinetics, chemical equilibrium). Prerequisite: Ch 202.

1 semester hour

**Ch 211 Organic Chemistry I**

This course, intended for chemistry and biology majors, is an introduction to organic chemistry with emphasis on structure isomerism, nomenclature, functional groups, synthesis of compounds, and reaction mechanisms. The laboratory work emphasizes organic techniques, determination of physical constants, and typical syntheses. 3 lectures, 1 laboratory. Prerequisite: Ch 12 or Ch 16.

5 semester hours

**Ch 212 Organic Chemistry II**

The synthesis and reactions of the more common classes of organic compounds. Carbohydrates, amino acids, protein, and other natural products are discussed. 3 lectures, 1 laboratory. Prerequisite: Ch 211.

5 semester hours



**Ch 222 Chemical Analysis**

The nature and practice of chemical analysis are considered. Classical wet methods of analysis are introduced in connection with a detailed study of chemical equilibria (acid base, redox, complexation, precipitation). Statistical treatment of laboratory data is also considered. The latter portion of the course involves a brief introduction to some modern analytical techniques viewed from a chemical perspective: electronic spectroscopy, electrochemistry (potentiometry and ion selective electrodes, polarography, coulometry), and chemical separations.

The laboratory provides the opportunity to practice and independently study the techniques discussed in lecture. Classical and instrumental methods are utilized, including gas chromatography, potentiometry, polarography, flame and solution spectroscopy, as well as classical titrimetric analysis. Prerequisite: Ch 16.

5 semester hours

**Ch 240 Quantitative Inorganic Analysis**

The theory and technique of quantitative analysis including neutralization, oxidation, and reduction, volumetric precipitation and introduction to gravimetric methods; illustrated by problem work and by laboratory analysis of representative samples. 3 lectures, 1 laboratory. Prerequisite: Ch 202.

4 semester hours

**Ch 261-262 Physical Chemistry I & II**

A two-semester sequential offering for chemistry and physics majors. Topics covered include: ideal and non-ideal gases, kinetic molecular theory of gases, absorption of light, molar refraction and polarization, etc., chemical thermodynamics, chemical equilibrium, solution of nonelectrolytes and electrolytes, heterogeneous equilibrium, electrochemical cells, kinetics of gasphase reactions and in solution, wave mechanics, molecular symmetry and bonding, molecular spectroscopy, the solid state, and nuclear chemistry. 3 lectures, 1 laboratory. Prerequisites: Ch 16, Ma 26, Ps 16.

4 semester hours

**Ch 321 Advanced Organic Chemistry**

This course, intended for chemistry majors only, attempts to bring the student closer to the research areas of organic chemistry. Recent developments, syntheses and reaction mechanisms as well as an introduction to spectral identification of organic compounds are discussed. Prerequisite: Ch 212.

3 semester hours

**Ch 321L Laboratory for Advanced Organic Chemistry**

The laboratory is project oriented. Each student is assigned a project, usually a multistep synthesis, to work on for the entire semester. The projects chosen are such that the student uses the rudimentary separation, purification and characterization techniques introduced in Ch 211-212. A written report is required. 2 laboratory periods. Prerequisite: Ch 212.

2 semester hours

**Ch 324 Introduction to Biochemistry**

Topics dealing with the fundamental concepts of biochemistry, including the study of carbohydrates, lipids, proteins, terpenoids, alkaloids, and nucleic acids. Prerequisites: Ch 222, Ch 262 or Ch 202, Ch 240.

3 semester hours

**Ch 326 Chemical Instrumentation**

A survey of modern instrumental techniques will be afforded the student with emphasis on applications and instrument capabilities. Concepts covered in the analytical offerings (both Ch 222 & Ch 240 are appropriate) will be expanded and applied through hands-on laboratory experience and classroom discussions. Advantages and limitations of existing techniques will be examined in all of the major analytical areas. The course objective is to prepare the chemist or technician to perform competent routine instrumental applications to chemical analysis. 3 lectures, 1 laboratory. Prerequisite: Ch 222.

4 semester hours

**Ch 326L Instrumental Analytical Chemistry Laboratory**

A major goal of this laboratory course is to provide the student, who has already been exposed to the theory of classical (Ch 222 or Ch 240) and instrumental methods of analysis (Ch 326 or Ch 240) with a general exposure to problem solving using a variety of physical and chemical methods. During the early portion of this course, an effort will be made to consolidate the principles of analytical chemistry that students have learned in the classroom into a holistic understanding of the area of analytical chemistry; this framework is intended to give the student a further appreciation of the general considerations which must be made in designing an approach to solving a problem in analysis. Some hands-on exposure will be given to the following aspects of analytical chemistry: basic electronics as appropriate to common instrumentation, methodology involved in equipment maintenance and trouble-shooting, exposure to solving real world analytical problems, use of small computers and interfaces in the laboratory. A major emphasis of the course will be devoted to oral communication of results among all laboratory participants. Prerequisites: Ch 211-212, Ch 222 or Ch 240, Ch 261 or Ch 202 and Ch 326.

2 semester hours

**Ch 341 Advanced Inorganic Chemistry**

The chemistry of the elements is viewed from the perspective of structure and reactivity. The use of physical methods in the elucidation of structure is emphasized; selected principles of group theory (symmetry) and theoretical chemistry are incorporated into these discussions. The chemistry of transition metal ions is given considerable treatment. Prerequisite: Ch 262.

3 semester hours

**Ch 341L Laboratory for Advanced Inorganic Chemistry**

A variety of inorganic compounds are offered for synthesis in the laboratory. Students prepare several compounds of their choice and perform individual projects to study the properties of these compounds. Part of the final report for each student is the presentation of a poster-assisted oral description of the results of their project. Prerequisite: Ch 262.

2 semester hours

**Ch 363 Advanced Topics**

A detailed and advanced treatment of topics from any of the four major fields of chemistry. Topics to be presented in a given semester are selected according to the needs and interests of that semester's students. This course is intended for second semester senior chemistry majors. Professors are assigned each year according to the topics chosen. Prerequisite: Ch 341.

3 semester hours.

**Ch 398 Research & Seminar**

A research project, normally involving laboratory investigation, is chosen by each senior electing this course. Seminars are held weekly, alternating students' reports on research progress and library studies of selected topics. Prerequisite: by permission.

3 semester hours

**Ch 399 Independent Study**

This course is designed for students wishing to study in a pre-specified area under the close direction of a faculty member(s). The topics addressed would not routinely be encountered in the normal course sequence. This course would contrast the research and seminar course in that the goal would be the assimilation of existing knowledge rather than the pursuit of new knowledge. A written final report and presentation of a seminar are required. Prerequisite: by permission.

3 semester hours

**Classics**

(See Greek and Roman Studies)

**Communication Arts**

(See Fine Arts)

**Computer Science**

(See Mathematics and Computer Science)

**Dance**

(See Fine Arts)



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Department of  
**Economics**

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**Professors:** Deak, Walters

**Associate Professors:** Buss (*Chair*), Miners

**Assistant Professors:** Devine, Kelly, Lane,  
Thomas

**Instructor:** Goodwin

The curriculum of the Department of Economics is a blend of basic economic concepts and their application to contemporary issues. Courses are designed to develop the student's reasoning capacity and analytical ability. By focusing on areas of application, students are challenged to use economic principles in stimulating their powers of interpretation, synthesis, and understanding. Through the Department's individual counseling efforts, majors are encouraged to tailor the course of study to their career and personal enrichment goals. A major in economics prepares the student for graduate or professional schools. It also provides a good background for the business world while maintaining the objectives of a liberal arts education.

*A major in economics requires a total of 30 credits, and must include the following required courses: Ec 11, Ec 12, Ec 204 and Ec 205. The other 18 credits can be chosen from departmental offerings. However, six of the 18 credits may be acquired by taking approved courses in computer science and/or business.*

*A minor requires 15 credits in economics and must include Ec 11 and Ec 12.*

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**Ec 11 Introduction to Microeconomics**

Analysis of the behavior of individual consumers and producers as they deal with the economic problem of allocating scarce resources. Includes a discussion of how markets function to establish prices through supply and demand, how resource costs influence firm supply and how variations in the level of competition affect the efficiency of resource use. Topic areas include anti-trust policy, the distribution of income, the role of government, and environmental problems.

3 semester hours

**Ec 12 Introduction to Macroeconomics**

Uses Keynesian theory to study the aggregate behavior of consumers and businesses as they affect the level of employment and prices. Examines the role of government and the ability of monetary and fiscal policy to stabilize the level of output and inflation. Topics areas include the functioning of the banking system, GNP, taxation, and government spending, monetarism and the influence of money. Ec 12 may be taken prior to Ec 11.

3 semester hours

**Ec 112 Economic Aspects of Current Social Problems**

A policy-oriented approach is used to study contemporary economic issues. Topics covered include: government spending, the role of federal budgets in solving national problems, poverty, welfare, social security, population, the "limits to growth" controversy, pollution, energy, regulation. No prerequisite.

3 semester hours

**Ec 173 History of Economic Thought**

The development of economic thought from ancient times to the present. No prerequisite.

3 semester hours

**Ec 204 Intermediate Microeconomic Theory**

Builds upon and expands the theoretical models of Ec 11. The course introduces indifference curves to explain consumer behavior; short and long-run production functions showing their relationship to product costs, and the efficiency of various competitive market structures. Topics include marginal productivity theory of income distribution, monopoly, and general equilibrium theory. Required for all majors. Prerequisite: Ec 11.

3 semester hours

**Ec 205 Intermediate Macroeconomic Theory**

An analysis of the determination of national income and output; fiscal and monetary tools; growth, inflation, and stabilization policies. Required for all majors. Prerequisite: EC 12.

3 semester hours

**Ec 206 Business Cycles & Economic Forecasting**

This course considers the nature and causes of business cycles. Tools to analyze past fluctuations and to forecast future trends are developed. Both theory and practical applications are emphasized. Prerequisite: Ec 205.

3 semester hours

**EC 210 Money & Banking**

Covers the commercial banking industry, the money market, Federal Reserve operations and policy making; classical, Keynesian and monetarist theory. Prerequisite: EC 12.

3 semester hours



**Ec 220 Financial Markets & Institutions**

Matters examined include: capital markets, financial intermediaries; equities, bonds, options, futures; security analysis, portfolio theory, the efficient markets hypothesis. Students manage a hypothetical portfolio. Prerequisite: Ec 210. 3 semester hours

**Ec 224 Labor Economics and Labor Relations**

The fundamentals of economic analysis are applied to the labor sector of the U.S. economy. Topics considered include: the determination of wages, the union movement, unemployment (its types, causes, and cures), and the relationship between labor, management, and government. Prerequisites: Ec 11 and Ec 12. 3 semester hours

**Ec 230 Comparative Economic Systems**

The policies used in various advanced industrialized countries to attain their economic goals are examined. The economic institutions in socialist countries are compared to those which exist in capitalist countries. In particular, the economic systems of the USSR, East European nations, and some Western market economies are considered. Prerequisites: Ec 11 and Ec 12. 3 semester hours

**Ec 231 International Trade**

This course deals with international trade theory, U.S. commercial policy (tariffs, quotas), foreign exchange, international finance, balance of payments disequilibria, multinational enterprises. Prerequisites: Ec 11 and Ec 12. 3 semester hours

**Ec 235 Economic Development of Third World Nations**

The nature and causes of the problems facing the less industrialized nations of the world are considered. Primary attention is focused on the impact that various economic policies have on promoting economic development in the "Third World." Prerequisites: Ec 11 and Ec 12. 3 semester hours

**Ec 245 Antitrust and Regulation**

Examines the relationship between government and business. Antitrust laws and cases are reviewed in terms of their impact on resource efficiency. The format of agency command and control regulation is developed along with specific examples from the federal sector. Prerequisite: Ec 11. 3 semester hours

**Ec 250 Industrial Organization**

Extends microeconomic theory to examine the economic behavior of real firms and industries. The course identifies the factors affecting the competitive structure of specific markets. These structural characteristics are used to evaluate the efficiency of resource use. Specific topics include mergers, measures of concentration, pricing, entry barriers, technological change, and product development. Prerequisites: Ec 11 and Ec 12. 3 semester hours

**Ec 252 Urban Economics**

Analyzes the development of modern urban areas by applying the tools of economic analysis to the problems such areas face. Specific topics include transportation, housing, the provision and financing of public services. Prerequisites: Ec 11 and Ec 12. 3 semester hours

**Ec 275 Managerial Economics**

Applies economic concepts and theory to the problem of making rational economic decisions. Topics discussed include inventory control, decision making under risk and uncertainty, capital budgeting, linear programming, product pricing procedures, forecasting, and economic vs. accounting concepts of profit and cost. Prerequisite: Ec 11. 3 semester hours

**Ec 276 Public Finance**

A study of government expenditure and tax policies. Emphasis is placed upon evaluation of expenditures, the structure of federal, state, and local taxes, and the budget as an economic document. Prerequisites: Ec 11 and Ec 12. 3 semester hours

**Ec 278 Statistics**

An introductory course in the basic concepts required for the analysis and interpretation of data. Topics in statistical inference include: testing of hypotheses, analysis of variance, and regression and correlation analysis. These tests are applied to data gathered on economic variables. 3 semester hours

**Ec 298 Independent Study**

For economic majors only; open to seniors by invitation.

**Ec 352 Health Economics**

This course applies microeconomic theory to the health sector of the U.S. economy. Topics include: the demand for health care, health insurance, the physician "shortage," physician specialty choice, the hospital sector, and medical cost inflation. Prerequisite: Ec 204. 3 semester hours

**Ec 380 Econometrics**

Introduces students to the process by which theories of economic behavior are formulated in mathematical terms and tested by the use of statistical methods. Both the technique and the limitations of econometric analyses are discussed as well as methods available for overcoming data problems in the measurement of quantitative economic relationships. Prerequisites: Ec 11, 12, and Ec 278, Statistics. 3 semester hours

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## Program in Education

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**Coordinator:** Costa  
**Lecturers:** Abraham, Petro

This program is conducted in collaboration with the School of Graduate and Continuing Education and affords Fairfield University undergraduates the opportunity to seek a provisional teaching certificate on the secondary school level (grades 7-12). Students should consult the Coordinator of the program about state requirements applicable to the subject they wish to teach. Students normally apply to the program during their sophomore year, and admission requires a 2.67 Q.P. average.

Additional academic and personal criteria must be met prior to placement for student teaching and for recommendation upon completion of the program.

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### Ed 241 Educational Psychology

A particular application of the more important psychological principles to educational theory and practice. This course embraces a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. Individual differences, transfer of training, interest, attention, and motivation, insofar as they influence the teaching process, will be included. The course also includes an observation of a secondary school for approximately one hour each week.

*3 semester hours*

### Ed 315 History and Principles of Education

This course presents the historical development of education with regard to curriculum, methods, organization and control, and the relationship of society to each of these areas. The influence of philosophers and educators from Plato and Aristotle to Hutchins and Dewey are considered. During the second half of the course, stress is placed upon the historical development of the American public schools from Colonial times to the present.

*3 semester hours*

### Ed 345 Educational Issues in Adolescence

Characteristics, needs and problems of adolescence with special emphasis on issues important to the educational process.

*3 semester hours*

### Ed 362 Special Methods in Secondary School English

The organizational pattern in which English can best be taught. An analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curricula materials, methods of organization, approaches to the study of literature, and procedures most cogent in the field of grammar, composition, oral communication, and dialogue.

*3 semester hours*

### Ed 363 Methods of Teaching in Secondary Schools

Application of principles of education to classroom instruction in secondary schools. Attention will be centered upon planning for teaching, uses of various methods and materials, tests, classroom management and discipline. Consideration will also be given to the position of the teacher in public schools, special services available to teachers and pupils, extra-curricular programs, and responsibilities of teachers.

*3 semester hours*

### Ed 369 Developmental Reading in the Secondary School

Methods and materials for improving reading and study skills at the secondary level; the application of developmental reading skills in all curriculum areas.

*3 semester hours*

### Ed 381-382 Directed Observation and Student Teaching

A semester experience in local schools for students who have been approved as qualified candidates for teaching at the secondary level. Students will be involved four and one-half days each week in observation and teaching. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars are held one afternoon each week for discussion of student experiences and presentations on reading methods, audio-visual aids and other topics. Individual conferences are also held and each student is assisted, observed, and evaluated by the University supervisor(s) and the cooperating teacher(s).

*12 semester hours*

### Ed 383-384 Internship

An internship program at a local nature center. Experiences may include leading of small groups consisting of children at all age levels on nature walks; care and feeding of animals; maintenance of nature trails; working with staff to develop and implement programs dealing with the environment and conservation; developing skills in preparing displays; identification of flora and fauna, and other related tasks. May carry credit in biology.

*3-6 semester hours*

**Ed 429 Philosophical Foundations of  
Education**

This introductory course will be an application of the basic concepts of philosophy to education in general and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking and encourage personal commitment to his or her own philosophy of life.

*3 semester hours*

**En 405 Literature for Young Adults**

The course will focus on the selection and use of a variety of literature, both traditional and contemporary, for the secondary school student. It will emphasize a values approach intended to help students find a common ground between a short story, poem, drama or novel, their own lives and contemporary society.

*3 semester hours*





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**Program in  
Engineering**

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The cooperative engineering program with the University of Connecticut offers the student three years of study in the liberal arts and sciences at Fairfield University and two years of specialized engineering courses at the School of Engineering of the University of Connecticut, where he or she may select any of the principal areas of engineering: chemical, civil, electrical, mechanical, or computer. Upon completion of the five-year program the student receives a Bachelor of Arts degree from Fairfield University and a Bachelor of Science in Engineering from the University of Connecticut.

The skills and knowledge acquired in this five-year engineering program equip the graduate with a competitive advantage for assuming a leading role in a career in private industry, government, or education.

The student who completes this program in satisfactory standing will then transfer to the School of Engineering of the University of Connecticut at Storrs, Connecticut, for enrollment as a junior. He or she will have the option of entering one of the following branches of engineering: chemical engineering, civil engineering, electrical engineering, mechanical engineering, computer engineering.

Four of the courses at the University of Connecticut will be liberal arts electives.

Students intending to major in electrical engineering take Electricity and Magnetism I (Ps 271) including Lab in their junior year.

Students intending to major in chemical engineering take Inorganic Chemistry (Ch 15-16) in their sophomore year and Organic Chemistry (Ch 211-212) in their junior year. They will also take Ch 203 Chemical Engineering at the University of Connecticut, Stamford Branch.

**Bachelor of Arts and  
Bachelor of Science***(Major in Engineering)*

	<b>Semester Hours</b>	
	<i>Fall</i>	<i>Spring</i>
<b>Freshman Year</b>		
Physics (Ps 15-16)	4	4
Physics laboratory		
Mathematics (Ma 25-26)	4	4
English (En 11-12)	3	3
Philosophy	3	3
Religious Studies —		
Engineering 30	3	3
<b>Sophomore Year</b>		
Engineering (Eg 211-212)	3	3
Mathematics (Ma 225-226)	3	3
Social Studies —		
Religious Studies	3	3
English—Philosophy or		
Religious Studies	3	3
Electives	3	3
<b>Junior Year</b>		
Elective	3	3
Chemistry (Ch 15-16)	5	5
Mathematics (Ma 321-322)	3	3
History (Hi 30 and one other		
below 100 level intro-		
ductory course)	3	3
Electives	3	3

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**Eg 30 Introduction to Engineering**

Introduction to the engineering profession. Visits to local industry. Computer programming in Fortran with applications; engineering calculation methods; analysis of current engineering problems. No prerequisites.

*3 semester hours***Eg 211 Statics**

Fundamentals of mechanics. Elements of vector algebra; equations of equilibrium for stationary systems, analysis of trusses, friction and distributed forces. Vector methods are used.

*3 semester hours***Eg 212 Dynamics**

Basic principles of kinematics and kinetics of rigid bodies utilizing vector methods. Application to engineering problems. Topics covered include work and energy, impulse and momentum, curvilinear motion, plane motion, rigid body motion in three dimensions, mechanical vibrations.

*3 semester hours*

## Department of

**English****Professors:** Berrone, Farnham (*Chair*),

M. Regan, Riel, N. Rinaldi

**Associate Professors:** Jenkins, Landry,

McDonnell, McInerney, Reddy, Wells

**Assistant Professors:** Cheney, Lynch,

Menagh, Mullan, R. Regan

**Lecturers:** Bozzone, Brown, deJenkins,

Fitzpatrick, Krauss, Meli, Miller, Ress,

J. Rinaldi, Spector, Sweeney, Whitaker.

As an academic discipline, the study of English has these goals:

- 1) to acquaint the student with the various types of imaginative literature, such as the novel, the short story, poetry, and drama;
- 2) to increase the student's knowledge of the development of English and American Literature and to examine cultural attitudes in a changing world.
- 3) to develop the student's analytic and organizational skills through the interpretation of literature; and
- 4) to give the student further training in the organization and effective articulation of ideas in writing, including in some cases preparation for careers as professional writers or for careers where strong writing skills will be an asset.

For English Majors, the English Department offers two concentrations, one in Literature and one in Writing. Both programs normally require that the student take at least ten upper-division courses (i.e., courses numbered at the 300-level) after successful completion of En 11 and En 12. The student can also register for dual concentration by taking 12 courses, six in literature and six in writing. The English Department places great importance on consultation, between the student and a departmental advisor of the student's choice, especially during the process of selecting courses.

The special requirements of each program are as follows:

- 1) **English Major with a Concentration in Literature.** A standard program will include at least *three* three-hour courses dealing with literature from periods prior to the year 1900. Students may select any English Department offerings at the 300-level, and they are urged to consult with a departmental advisor in order to develop a coherent sequence of courses suitable to individual needs and requirements.
- 2) **English Major with a Concentration in Writing.** A standard program will include *four* courses in literature selected from the upper-division literature offerings of the English Department, *six* courses in writing selected from English courses marked with the prefix "W", or other writing courses approved by the Director of the Writing Concentration. Since the Writing Program offers a broad spectrum of courses ranging from poetry and fiction to journalism and script-writing for television, it is urgent that each student consult with a faculty advisor in order to design a program that will reflect the individual's needs.

**En 11 Composition and Prose Literature**

This course incorporates the study of essays and/or other forms of literary nonfiction to be analyzed in class, together with the student's own exercises in formal and informal prose. *3 semester hours*

**En 12 Introduction to Literature**

A study of drama, fiction, and poetry as they reflect literary and cultural approaches to man and society. Selected works from various ages and civilizations introduce the student to the techniques and traditions of the major literary genres. En 12 also demands critical writing as an extension of composition in En 11, including a research paper. *3 semester hours*

**En 250 The Epic Hero**

This course ranges from Homer to J.R.R. Tolkien. The epic writer employs a vast canvas in telling his story and so gives us a picture of an entire civilization. His hero embodies the highest values of his society and represents that society against the forces of chaos and evil. Our focus, then, is on the changing image of the hero, particularly as presented in the *Iliad*, the *Odyssey*, the *Aeneid*, and *The Lord of the Rings*.

*3 semester hours*

**En 252 Courtly Love in Literature**

The concept of romantic love is traced from its origin in medieval love lyrics and courtly romances through other works of the Middle Ages, with reference to modern literature. 3 semester hours

**En 253 The Quest Hero**

Interpretations of questions and quest heroes through major traditional and contemporary works of literature. We will consider archetypal patterns such as initiation, trial, descent to the underworld, death and rebirth, and apotheosis. Authors studied will be chosen from the following list: Bellow, Conrad, Dante, James Dickey, Fielding, Homer, Kafka, Melville, Salinger, Swift, Twain, Virgil, Voltaire. 3 semester hours

**En 255 Shakespeare**

A study of Shakespeare's career as dramatist. Plays will be drawn from Shakespeare's farces, romantic comedies, history plays, tragedies, and romances, and will include *The Taming of the Shrew*, *Richard III*, *A Midsummer Night's Dream*, *Hamlet*, *Othello*, *King Lear*, and *The Tempest*. 3 semester hours

**En 260 Understanding Poetry I**

Offered for those students with no previous knowledge of poetry as well as those who wish to develop and enrich their understanding of the genre; students who have experienced difficulty in understanding poetry in the past are welcome. Course readings will include selections from narrative, epic, and lyric poetry, with concentration on shorter lyric poems. The course will include readings and discussions with visiting poets. 3 semester hours

**En 261 Understanding Poetry II**

Concentrates on the reading of longer narrative and lyric poems for study of the work of individual poets. The work includes readings and discussions with visiting poets. Understanding Poetry I is an appropriate, but not a necessary, prerequisite to it. Students who have not taken Understanding Poetry I are requested to read Perrine's *Sound and Sense* or any other introduction-to-poetry text in preparation for the course. 3 semester hours

**En 264 Allegory and Fantasy**

A genre study of literary works involving imaginary worlds, with emphasis on symbolic interpretation of landscapes, characters, objects, and events. In this course, we will search for the relevance of these imaginary worlds to the real world. Authors studied will be chosen from the following list: Lewis Carroll, E.M. Forster, Nathaniel Hawthorne, Joseph Heller, Franz Kafka, Jerzy Kosinski, C.S. Lewis, Herman Melville, Flannery O'Connor, Robert Pirsig, J.R.R. Tolkien, and Kurt Vonnegut. 3 semester hours

**En 265 J.R.R. Tolkien**

A study of the major works by J.R.R. Tolkien, including *The Silmarillion*, *The Lord of the Rings*, *The Hobbit*, *Farmer Giles of Ham*, *Smith of Wootton Major*, *Tree and Leaf*, and *The Adventures of Tom Bombadil*. We will consider also the biography by Humphrey Carpenter; source studies in Norse, Germanic, and Celtic mythologies and Arthurian literature; and critical studies by Kocher, Welms, Noel, and others. 3 semester hours

**En 267 Modern British Literature**

A study of Conrad, Joyce, Lawrence, and Virginia Woolf: writers who profoundly changed the shape of the novel. This change is also reflected in the writings of Evelyn Waugh, Graham Greene, George Orwell, and Aldous Huxley. 3 semester hours

**En 268 Contemporary Fiction in Britain and America**

A survey of key trends in British and American fiction over approximately the last 50 years. An important focus of the course will be on exploring the differences in attitude between British and American authors toward fictional forms and contemporary cultural values. Among the authors considered are Ernest Hemingway, Katherine Anne Porter, Eudora Welty, Richard Wright, Ralph Ellison, Joyce Carol Oates, John Updike, Evelyn Waugh, Kingsley Amis, Alan Sillitoe, Doris Lessing, and J.P. Donleavy. 3 semester hours

**En 270 Studies in American Literature**

This course begins with a survey of the Puritan background to American literature and the writings of the early republic. The emphasis will be placed on the early national period and the romantic phase in American literature leading up to the Civil War. The writers to be studied include Irving, Cooper, Melville, Poe, Emerson, Thoreau, Hawthorne, and Whitman. 3 semester hours

**En 272 Development of the American Short Story**

This course will trace the development of the American short story from its emergence in the literary-historical context of nineteenth century America to its maturity in the 20th century. It will explore most intensively the writings of Poe, Hawthorne, James, and Hemingway, but will consider as well the contributions to the genre of Irving, Crane, and numerous other writers. 3 semester hours

**En 274 The Modern American Novel**

Significant novels that have appeared on the American literary scene since World War II. Works by Salinger, Bellow, Updike, Malamud, Roth, Brautigan, Barth, and others. 3 semester hours



**En 276 Literary Landscape: The American Dream**

The course traces elements of literary naturalism in the fiction of selected writers of the 20th century. Particular emphasis is given to the persistent idea of The American Dream. *3 semester hours*

**En 278 Modern Drama**

Analysis of major plays from Ibsen to the Theater of the Absurd and the present. *3 semester hours*

**En 280 The Nature of the Hero**

The course begins with a general discussion of the meaning and function of heroes in society, focusing on them as projections of society's life values. Joseph Campbell's study of the archetype of the hero and the heroic journey will be used as a reference point. *3 semester hours*

**En 282 The Study of Human Behavior Through Literature**

Students will be taught how to apply basic theories from psychoanalysis and humanistic psychology to folk literature, drama, and fiction. *3 semester hours*

**En 283 History and Politics in Literature**

An examination of how literature has approached historical and mythic events through epic, romance, fiction, chronicle plays, and other forms. The primary focus is on the classic tension between ethics and politics, private and public values. Authors include Homer, Sophocles, Shakespeare, Shaw, Brecht, Dickens, Melville, Huxley, White, Arthur Miller, and Solzhenitzyn. *3 semester hours*

**En 285 The Modern Tradition in World Literature**

A study of important works of literature produced in Western Europe and America over the last 150 years which reflect aspects of the cultural phenomenon known as "modernism." Although the focal point of the course is fiction, selected poetry and drama will be included. An effort will be made to compare and contrast attitudes toward the modern experience as expressed by such authors as Conrad, Chekov, Dostoevsky, Joyce, Lawrence, Tolstoy, Borges, Hemingway, Eliot, Keats, Strindberg, Ibsen, and Vonnegut. *3 semester hours*

**En 286 Existential Literature**

This course is a study of the existential world view as one of the most important bodies of thought in the 19th and 20th centuries. Absurd thought will be studied, also, as a closely related view of the nature of human life.

Existential and absurd values will be used to confront the following problems: human freedom vs. biological and social determinism, the creation of life meaning vs. the surrender to nothingness implicit in suicide, belief in God vs. affirmation of a humanly centered world, and contribution to society vs. nihilistic withdrawal.

Emphasis will be placed on the perception that existentialism is a positive, even optimistic, philosophy of life, that it is not nihilistic and pessimistic, as it is sometimes misunderstood to be. Emphasis will also be placed on the fact that existentialism is not necessarily atheistic, that some of the prominent exponents of existential thought have written of their belief in God.

Among the authors to be read are Kierkegaard, Nietzsche, Dostoevsky, Sartre, Kafka, Faulkner, Beckett, and Camus. *3 semester hours*

**En 288 Women in Literature**

The title of the course is intended not to define its limits but to widen the scope of literary appreciation by suggesting a new view of old works. Selections of great literature from medieval to modern times will be examined in terms of the current interest in women's rights; the degree to which literature has influenced the role of women will be considered throughout the semester. Authors include Chaucer, Shakespeare, Milton, Byron, Hawthorne, James, Ibsen, Lawrence, and Woolf. *3 semester hours*

**En 289 Modern Women Writers**

The course is a study of works by English and American women of the 20th century, with particular emphasis on their efforts, in creating fictional characters, to understand and solve the problems faced by women in their various roles, especially when these and society's expectations conflict with their development as individuals. *3 semester hours*

**En 290 The Holocaust**

This humanities course will place primary emphasis on literature dealing with the Holocaust. The course will investigate one of the central events in human history: the systematic genocide of Jews and other groups in Europe (1933-1945). The central question of the course will be: how could it have happened? The course will seek to discover what the Holocaust may mean in our understanding of human nature, culture, and behavior (including creativity, love, and hope). Consideration will be given to the meaning of prejudice in general.

The readings will include the Book of Job (religion); Eva Fleischner, *Auschwitz: Beginning of a New Era?* (an inter-disciplinary symposium); Leslie Epstein, *King of the Jews* (fiction); Victor Frankl, *Man's Search for Meaning* (philosophy/psychology); Leon Poliakov, *Harvest of Hate* (cultural history); Jean-Paul Sartre, *Anti-Semite and Jew* (existential philosophy); Andre Schwarz-Bart, *The Last of the Just* (fiction); Isaac Bashevis Singer, *Enemies: A Love Story* (fiction); Elie Wiesel, *Night* (personal narrative) and *Dawn* (fiction); and Arnost Lustig, *Night and Hope* (fiction).

3 semester hours

**En 291 Minority Literature:  
The American Scene**

The class will read literature written by Black, Spanish-American, Indian, and Jewish authors. Through an exposure to minority literature the students should obtain a better understanding of the cultural heritage, problems, and aspirations that are characteristic of ethnic groups.

3 semester hours

**En 292 Literature of the Sea**

This course will examine selected works of British and American authors who wrote narratives of adventures on the high seas. The principal genre represented will be fiction, but poetry and biography will also be included. Among the writers to be read will be Dana, Melville, Conrad, London, Coleridge, Poe, and D.H. Lawrence. A field trip to the Mystic Seaport will be included.

3 semester hours

**En 293 Classics in Children's Literature**

This course is an in-depth study of old and modern works which reflect the child's view of the world and the adult's view of childhood. These works illuminate human experience in general by focusing on the child's participation in that universal experience. Using the same standards by which all good literature is measured, attention will be given to children's literature as a means by which various historical periods have communicated to children the diverse world views of these periods. Readings will include Grahame, *The Wind in the Willows*; *Classic Fairy Tales*, edited by Opie; Eliot, *Old Possum's Book of Practical Cats*; E.B. White, *Charlotte's Web*; Scott O'Dell, *Island of the Blue Dolphins*; and Katherine Paterson, *Jacob Have I Loved*.

3 semester hours

**En/W 295 Composition and Style**

This course is designed as an intermediate course in basic expository writing, particularly for second-semester sophomores who wish to work further than En 11 on their writing skills. Emphasis will be on the cultivation of an individual style adapted to the currently received standard of written English.

3 semester hours

**En/W 300-301 Creative Writing I**

Designed to foster creativity and critical acumen through extensive exercises in the composition of verse, fiction, and drama. Both 300 and 301 are workshop courses and may be taken independently of each other.

6 semester hours

**En/W 302 Creative Writing: Poetry**

Basically this is a workshop course concentrating on the analysis and criticism of student manuscripts, though a portion of the course will be devoted to a discussion of major trends in contemporary poetry and significant movements of the past. Consideration will be given to traditional forms, such as the sonnet and villanelle, as well as to modern experimental forms and free verse. Students will be advised how to prepare and submit manuscripts to publishers.

3 semester hours

**En/W 304 Creative Writing: Drama**

For the student who desires a workshop approach to the composition of drama for the stage. Attention will be given to the physical aspects of the stage and to problems of acting and production as they impact on the written word. The course will concentrate on analysis of student manuscripts, and there will also be some discussion of the work of major playwrights to illustrate various aspects of dramatic technique.

3 semester hours

**En/W 305 Creative Writing: Fiction**

For the student seeking an intensive workshop approach to the composition of fiction. Emphasis will be on the short story form, with some attention given to novella and full-length novel for students desiring to work in those forms. The course is mainly concerned with analysis of student manuscripts, though there will also be some discussion of the work of significant authors (past and present) as a way of sharpening the student's awareness of technique. The literary marketplace for fiction will also be discussed.

3 semester hours

**En/W 306 Writing for Children and Adolescents**

Students enrolled in this course will learn how to adapt their writing to a younger audience. They will examine books in the various genres (poetry, fiction, nonfiction) of children's and adolescents' literature and carry out suitable writing exercises, giving more attention to areas of major interest to them. Some attention will be given to how children's literature is illustrated and marketed.

*3 semester hours*

**En/W 308 Writing Fantasy, Science Fiction and Suspense**

Students will study appropriate models written in the genres of fantasy, science fiction, and suspense. They will concentrate on classroom exercises and extended writing projects to gain proficiency in writing these genres. Special attention will be given to how these modes differ from more realistic types of literature and how to generate in the reading audience a receptive state of mind.

*3 semester hours*

**En/W 311 Advanced Composition**

This course fosters mature writing skills through an intensive focus on rewriting, diversified writing projects, workshop exercises, and exchanges. Students are taught how to analyze and imitate style, how to write effective argumentation and satire, and how to write for publication.

*3 semester hours*

**En/W 314 Speech: Writing & Delivery**

An introduction to platform speaking. This course includes training and practice in the preparation and delivery of a speech. It also includes an introduction to the techniques of argumentation and persuasion.

*3 semester hours*

**En/W 317 Traditional and Structural Grammar**

This course has the primary function of providing a solid background in traditional and structural grammar so that students can apply this background to what they write and how they write it. Therefore, students will apply to their own writing what they learn about the parts of speech and about phrases, clauses, and sentences. To achieve greater linguistic sensitivity and mastery, students will also learn how to analyze both the smaller components of language (sounds and word segments) and the more complex and elusive elements of style.

*3 semester hours*

**En/W 320 Free-Lance Journalism**

Students will work in the types of nonfiction they wish and through one-to-one conferences will develop their work into vigorous, attractive, clear prose acceptable for publication for the ordinary reader.

*3 semester hours*

**En/W 321 Contemporary Journalism**

Course will provide both an analytical overview of how the media (print, TV, radio, cable) perform and are surviving in the increasingly competitive journalistic world, plus training in how to write for each. While certain journalistic approaches are common to all, there are specific skills that differentiate magazine writing from broadcast writing. The aim is to provide the student with a general understanding of what it takes to make it in the various media and how to begin preparing for such a career. This presupposes classroom training with current universal tools, such as display writers tied to print computers.

*3 semester hours*

**En/W 324 Critical Writing: Book and Film Reviews**

Using as its point of departure a brief survey of major critical principles, this course will focus on their modern applications in the reviewing of books and film. The materials to be discussed from this standpoint will include representative works in non-fiction, fiction, film, and their reviews. As a way of pointing up the distinctive demands for reviews in different media, some attention will be directed to those works of fiction which have been translated into film.

*3 semester hours*

**En/W 326 Writing Feature Stories (Printed Media)**

An advanced course in writing feature stories for the print media. Emphasis on the use of techniques traditionally reserved to fiction, e.g., color, tone, rhythm, imagery, and dialogue. Aimed at development of journalistic writing that respects facts, and adds flavor to retain reader interest while promoting better comprehension. Models for this modern, multi-purpose prose are: Russell Baker (humor), Bruce Catton (history), Loren Eiseley (science), John McPhee (profiles), James Michener (travel & history), Red Smith (sports), E.B. White (essays), William Zinsser (features).

*3 semester hours*

**En/W 332 Business Writing**

By analyzing audience, purpose, and message, students will learn to write letters, memos, reports, special forms, and ads oriented to business. In-class exercises will be supplemented by comparable word-processing exercises on the Apple IIe. Heavy emphasis will be given to corporate-writing projects carried out in groups for such corporations in Fairfield County as GE and Richardson-Vicks.

*3 semester hours*



**En/W 335 Technical Writing**

This course is designed for the student seeking an intensive workshop approach to technical writing. Students will be required to prepare four writing projects ranging from popular technical to highly technical works on topics subject to mutual approval. Each paper will go through draft stages and student-instructor conferences will be required. Lecture material will cover the background, format procedures, audience problems and life of the technical writer. Technical writing will be interpreted in the broadest sense, allowing technical topics beyond science, such as a critique of a work of literature.

3 semester hours

**En/W 338 Persuasive Writing**

In this course students will analyze and write persuasive essays in order to sharpen those writing skills needed for argumentation. Through a workshop format, students will practice both proposition arguments and problem-solution arguments; they will consider such elements of persuasive writing as deductive and inductive reasoning, use of statistics, emotional and logical fallacies, ethical and emotional appeals. The writing skills developed through this course will be useful for such purposes as editorial writing, satire, legal writing, proposal writing, and critiques.

3 semester hours

**En/W 341 Writing the Visual Documentary**

Writing persuasive treatments, outlines, and scripts for non-fiction film and television (e.g., documentary, corporate, educational). Includes library research, field work, and film viewing.

3 semester hours

**En/W 343 Dramatic Writing for Film and Television**

Writing for the visual media proposals, treatments, and scripts that treat serious topics on the human condition in an entertaining, dramatic way, i.e., stories more suited to the *Hallmark of Fame* than to *Hill Street Blues*.

3 semester hours

**En/W 345—Fall or En/W 346—Spring Internships**

The intern program allows students to gain on-site experience in the fields of journalism, publishing, and public relations through supervised work for local newspapers, magazines, publishers, and news agencies. These positions are available upon recommendation of the Department Intern Supervisor, under whose guidance the students assume the jobs, which require 10 to 15 hours a week.

3 semester hours

**En/W 347-348 Independent Writing Project**

Individual tutorials in writing.

3 semester hours

**En/W 349 Senior Seminar in Writing**

This course is designed for seniors in the Writing Programs. For the seminar, students will prepare an extended writing project (a series of short stories, a collection of poems, a full-length play or television script, an extensive piece of journalism, or any such project approved by the seminar director). In a series of workshops and colloquia, the students will also have an opportunity to meet with professional writers for discussions of problems and issues related to writing, publication, and the life of the writer in the modern world. Individual career counseling is available through consultation with the professor.

3 semester hours.

**En 350 Major Authors in English Literature I**

This is a course designed to provide English majors with an introduction to major literary figures and critical works of each important period in the development of English literature. The first semester, En 350, deals with authors from Chaucer to Samuel Johnson.

3 semester hours

**En 352 Chaucer**

The course will consist of a close reading, in middle English, of Chaucer's major work, *The Canterbury Tales*. Classes include discussions of the themes, characterizations, literary genres, philosophical concepts, stylistic techniques, and pure charm of this monument of Western literature. Although background material will be provided or assigned as necessary, concentration will be on the text itself rather than on critical or historical commentary.

3 semester hours

**En 353 Renaissance Literature**

This course takes a thematic approach to some of the greatest Renaissance authors. The themes explored include the development of the individual, the meaning of love, the nature of society, and religious belief. Selection from a variety of British and Continental authors will be studied, chosen from the following: Boccaccio, Castiglione, Cervantes, Dante, Erasmus, Machiavelli, Marlowe, Montaigne, More, Petrarch, Rabelais, Raleigh, Shakespeare, Sidney, Spenser.

3 semester hours

**En 355 Shakespeare I: The Elizabethan Age**

A study of Shakespeare's earlier comedies and history plays. Works include *The Comedy of Errors*, *The Taming of the Shrew*, *A Midsummer Night's Dream*, *Richard III*, and *Henry IV, Part One*. *Romeo and Juliet* is also studied as an early tragedy.

3 semester hours

**En 356 Shakespeare II: The Jacobean Age**

A study of Shakespeare's later comedies and the tragedies. Plays include romantic comedies (*As You Like It*, *Twelfth Night*), tragedies (*Hamlet*, *Othello*, *King Lear*), problem comedies (*All's Well that Ends Well*, *Measure for Measure*), and romances (*The Tempest*).

3 semester hours

**En 358 17th Century Literature: The Age of Donne and Ben Jonson**

A selective survey of 17th century English literature which includes the drama, poetry, and prose of the century with emphasis on dominant themes in the literature. Selected works from: Donne, Jonson, Webster, Herbert, Herrick, Suckling, Lovelace, Marvell, Crashaw, Bunyan, Walton, Pepys, and Dryden.

3 semester hours

**En 359 Milton**

The study of the development of a poetic genius. The course proceeds from Milton's early poems, through his controversial prose, to his mature masterpieces: *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

3 semester hours

**En 360 Major Authors in English Literature II**

This is a course designed to provide English majors with an introduction to major literary figures and critical works of each important period in the development of English literature. The second semester, En 360, is devoted to writers from William Blake to Dylan Thomas.

3 semester hours

**En 361 18th Century Literature: The Age of Pope and the Age of Johnson**

A selective survey of 18th century English literature which includes both The Age of Pope and The Age of Johnson. Authors studied include Pope, Swift, Fielding, Defoe, Richardson, Sterne, Collins, Gray, Johnson, Boswell, Goldsmith, Burns, and Blake.

3 semester hours

**En 364 The Rise of the British Novel: The Beginnings to Dickens**

An intensive study of the novel as a developing literary form over the first 150 years of its existence. Both stylistic and thematic aspects of this earliest or "traditional" phase of the novel are considered with regard to their historical evolution. Among the authors studied are Daniel Defoe, Henry Fielding, Laurence Sterne, Jane Austen, Emily Bronte, and Charles Dickens.

3 semester hours

**En 365 The Romantic Movement**

The study of the English Romantic poets and the revolution they caused in literature. A close reading of the poems of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Attention is also given to the literary theories propounded in their prose writings.

3 semester hours

**En 367 The Age of Dickens: Byron to Hardy**

From Lord Byron to Thomas Hardy: The imaginative landscapes of selected nineteenth century British novelists and poets will be examined for their aesthetic, cultural, and psychological dimensions.

3 semester hours

**En 368 The Victorian Revolt**

A literary portrait of England in the nineteenth century. Selected novels of Dickens, Thackeray, Bronte, Butler, and Hardy recreate the human dramas in a turbulent period; selected prose of Carlyle, Mill, Newman, Arnold, Ruskin, Darwin, and Huxley present the drama of ideas in the harsh climate of cultural change.

3 semester hours

**En 369 Irish Literature**

The purpose of this course will be to study the coming together of many apparently unrelated phenomena around the turn of the century to produce a unique and most unlikely phenomenon: The Irish Literary Renaissance. Initially, the course pursues readings in Irish history to firmly establish the background against which the drama of the Renaissance was played. The founders of the Abbey Theatre (Yeats, Lady Gregory, Martyn) and the Abbey's greatest products (Synge and O'Casey) will be read. The flowering of a poetry inspired by peculiarly Irish feelings, and carried out by a peculiarly Irish genius will then be read (Yeats, Stephens, Cullen, "A.E.," Clarke, Campbell, and the '16 poets). In narrative prose, Joyce, Stephens, Moore, O'Kelly, MacNamara, O'Flaherty, O'Connor, O'Faolain, Lavin, and Beckett will be considered.

The course concludes with an evaluation of this Renaissance in terms of world literature, and a study of the literary descendants of the Revival (Behan, Johnston, Carroll, O'Brien, Macken, Kavanagh, McGahern, and others.)

3 semester hours

**En 370 Comparative Literature**

An introduction for the English major to other literatures. A study of Greek (the *Odyssey*, the *Oresteia*), Latin (the *Aeneid*) and medieval Italian writings (*The Divine Comedy*) provides a necessary background for appreciating our own great writers. Profitable comparisons can then be made with more recent works: *War and Peace*, *Crime and Punishment*, *The Phaedra*, *The Plague*, *Faustus*, *Metamorphosis*. Contemporary writings will also be considered.

3 semester hours

**En 372 Comedy**

A survey of various forms of literary comedy from Aristophanes to Joseph Heller. Emphasis is on how comic writers use structure, character, tone and convention to create comic forms, including festive comedy, satire, comedy of manners, farce, and "black comedy." Writers include Chaucer, Swift, Twain, Thurber, and Beckett.

3 semester hours



**En 374 The Modern British Novel:  
Henry James to the Present**

An analysis of significant developments in the British novel which occurred between the end of the 19th century and the contemporary period. Particular attention is paid to the great experimental novelists whose innovations radically changed the novel as a literary form and reflector of reality, writers such as Henry James, Joseph Conrad, D.H. Lawrence, James Joyce, and Virginia Woolf. *3 semester hours*

**En 375 Modern Poetry:  
Yeats to the Present**

The focus of this course is on major trends in 20th century poetry. Special attention will be given to Yeats, Eliot, Auden, Frost, Stevens, Thomas, Williams, and Ferlinghetti. *3 semester hours*

**En 376 Inside Modern Drama**

Selected readings from Ibsen to the present. The focus of the course will be on structural and thematic analysis of major modern plays. There will be special consideration of cultural movements from which the plays arise. *3 semester hours*

**En 377 Contemporary Drama**

A critical analysis of the contemporary drama from Beckett to the present. Topics for study will include: The Romantic Survival, Social Realism, Poetic Drama, Existential Drama, and Theater of the Absurd. Particular emphasis will be placed on the role of the playwright as spokesman for his time. Trips to local theaters and to New York City will complement the class discussions. *3 semester hours*

**En 379 Film and Literature**

This course begins with a survey of the film industry's historical dependency upon literary properties. A comparison analysis is made of specific films adapted from novels, plays, short stories, and poems. The overall intention of this course is to provide the student with a historical and critical perspective on the film as an art form. *3 semester hours*

**En 380 Colonial American Literature**

This course is divided into three phases: Colonial literature (1607-1765), the literature of the Revolutionary Age (1765-1790), and the literature of the Early National Period (1790-1830). The first phase is primarily an examination of the Puritan writers and their ideational literature. The second examines the literature. The emphasis of the course will be on the Early National Period and the major works of Brown, Irving, Bryant, Freneau, and Cooper. *3 semester hours*

**En 381 American Romanticism**

Starting with a discussion of Romanticism in general as an intellectual and historical movement, the course looks in depth into one of the most fertile periods of American literature, the American Renaissance (1830-1865). Emphasis will be placed on the divergent qualities of such romantics as Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman. *3 semester hours*

**En 382 American Literature: 1865-1920**

This course concerns itself with the evolution of American realism after the Civil War and the subsequent naturalistic movement in American Literature. The writings of Twain, Howells, DeForest, James, Crane, Dreiser, and others. *3 semester hours*

**En 383 American Literature: 1920-1950**

The development of the modern American writer will be traced from the post World War I era through the Depression and to the period immediately following World War II. The writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow, and others. *3 semester hours*

**En 384 American Literature: 1950-1980**

Significant developments in American fiction and poetry from the period immediately following World War II to the present. The writings of Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlinghetti, Sexton, and others. *3 semester hours*

**En 387 The American Novel**

Tracing the American novel from its imitative beginnings to its development as a unique literary form is the matter of this course. Representative novels by Hawthorne, Melville, James, Faulkner, Bellow, etc., will be examined during the semester. *3 semester hours*

**En 390 Modern Poets and Belief**

A reading of Yeats, Hopkins, Eliot, Frost, and Stevens. These poets — important in themselves — adopt various strategies in confronting the modern industrial and technological world. Their individual "beliefs" offer "a momentary stay against confusion" and provide striking contrasts. *3 semester hours*



**En 391 Myth in American Literature**

This course starts with an introduction to myth, in general, as an imaginatively conceived worldview or explanation of the meaning of life. Among the topics to be considered are the nature and genesis of myth, and the function of myth for the individual in the search for meaning and for the community in its search for collective meaning.

These ideas will then be applied to mythic themes which have given structure to the American experience, particularly to the Myth of Adam, the Fall, the Seduction of Innocence, and Coming of the Tragic Hero, and Rebirth and Redemption.

Among the American authors to be read are Emerson, Hawthorne, Melville, Howells, James, Dreiser, Fitzgerald, Faulkner, Flannery O'Connor, and Vonnegut. 3 semester hours

**En 392 Literary Masterworks of the Sea**

This course will be an intensive study of selected works of English and American authors who wrote narratives of adventures on the high seas. Particular emphasis will be on Melville (four novels) and Conrad (three novels), together with such writers as Dana, Poe, and O'Neill. In addition to a study of nautical terminology, a research paper will be required. A field trip to the Mystic Seaport will be included.

3 semester hours

**En 393 James Joyce's *Ulysses***

Analysis and interpretation of James Joyce's comic novel, *Ulysses*. Emphasis will be on intensive reading of the text and extensive reading of related criticism and scholarship. Prerequisite: Reading of *Dubliners* and *Portrait of the Artist as a Young Man*.

3 semester hours

**En 394 The Inklings: Tolkien, C.S. Lewis, Charles Williams**

"The Inklings" were a remarkable group of Oxford dons whose writings still influence millions of readers. As a recent literary phenomenon they deserve serious attention, both as a group and individually. The course will concentrate on their fictional works (the making of Other Worlds) as well as their literary theories. Some acquaintance with Tolkien's *Lord of the Rings* is presumed. 3 semester hours

**En 395 The Adolescent in Literature  
(Coming of Age in Literature)**

This course addresses itself to two concerns: a study of the evolution of the idea of adolescence and the appearance of the adolescent in literature, and preparation for those who intend to teach English in high school. The course involves a study of the subject from an interdisciplinary perspective. Students are responsible for an independent study presentation. Works studied may include: *Henry IV*, Parts 1 and 2, *Romeo and Juliet*, *The Diary of Anne Frank*, and fairy tales and poems about coming of age. 3 semester hours

**En 397 Topics in Literature**

Specialized courses and seminars.

3 semester hours

**En 398 Topics in Literature**

Specialized courses and seminars.

3 semester hours



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Department of  
**Fine Arts**

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**Professor:** Emerich

**Associate Professors:** P. Eliasoph (*Chair*),  
Gish, O. Grossman, Heath

**Assistant Professors:** McFarland, Sutherland

**Lecturers:** Borck-Hart, Coyne-Maxwell, W.  
Davis, E. Mutrux, R. Mutrux, Ress, I. Ryan,  
Sill, Steinman, Sumrow, Whitehead,  
Zingarelli

**Instrumental Instructors:** Bednarsky (guitar),  
Evanish (voice), Sumrow (flute), Verilli (piano)

The Fine Arts Department offers concentrations in Communication/Visual Design, Theatre and Media Arts, Art History, Art, and Music. In addition to minors in these areas the Department offers special minors in Communication/Television and Communication/Film. These programs are described below. For further information, consult the following professors:

Art:	Jane Sutherland
Art History:	Philip Eliasoph
Communication:	Francis X. McFarland, S.J.
Music:	Orin Grossman
Theatre:	Robert Emerich

In order to satisfy the Fine Arts core requirement of six credits, students must take three credits in a lecture course from the areas of art history, music history, drama, or film history. The remaining three credits may be taken from any of the Fine Arts course offerings with the exception of certain courses marked with an asterisk. These courses do not satisfy the core requirement.

Studio art courses and film courses require a materials fee. Students enrolling in these courses will be billed as follows:

All studio and photography courses \$25 per student per course.

All film and television courses \$15 per student per course.

Students who concentrate or minor in the fine arts are also eligible for internship programs (FA 310). Students may receive credit for gaining valuable practical experience in a variety of activities. Available internships include work at the University Theatre and Special Events Office, local galleries, museums, historical societies, and television and radio stations.

In addition to its regular courses the Department sponsors a number of performing groups and organizations. The Chamber Orchestra and Chamber Singers are both one-credit activities. Each of these groups gives a concert each term. The Fine Arts Department also sponsors the Women's Chorale, a singing group which performs extensively both locally and abroad.

The Department also sponsors the Fairfield University Theatre, which produces four to six performances annually with student casts and management.

### ***I. Art History and Art***

The program in *Art History and Art*, consistent with the humanistic traditions of Fairfield University, offers students the opportunity to study the traditions of art as a major vehicle for human thought and expression. The concentration in art history focuses on man's visual heritage through courses presenting the styles and themes of Western culture. Art history is an excellent discipline in preparation for a career in museum work, arts administration, advertising, marketing, communication, teaching, or commercial galleries and auction houses. In order to provide students with practical experience, a number of internships in these areas are available to qualified students. The program emphasizes direct student contact with works of art through a series of museum and gallery visits to New York City and New Haven.

**A. Art History**

All students concentrating in Art History are required to take 33 credits as follows:

1. FA 40-41, Introduction to Art I and II  
6 credits
2. Any two studio art classes from those offered in drawing, painting, sculpture  
6 credits
3. Any six upper level art history courses  
18 credits
4. An independent study project or internship during the senior year  
3 credits

**B. Art**

This concentration offers a balance between art history and studio art. Students enrolled in art will receive a foundation in art history which provides a strong theoretical base to reinforce practical and technical skills taught in the studio. Students will assist in mounting of exhibits, organizing art catalogues and related tasks. Selected students serve internships at local museums and galleries, studios, etc.

Students concentrating in art take 33 credits as follows:

1. FA 40-41, Introduction to Art I and II  
6 credits
  2. FA 164, Basic Design and FA 161, Drawing I  
6 credits
  3. Any three studio art courses offered in the Department in painting, drawing, sculpture  
9 credits
  4. Any three upper level art history courses  
9 credits
  5. One internship or independent study project  
3 credits
- Major 33 credits

A minor in art is offered for students who want to incorporate their knowledge of the visual arts with major fields of interest. For example, the minor would be beneficial to a career in marketing, advertising, journalism, communication, history, merchandising, or any profession requiring an insight into the visual image. The minor is 18 credits. The specific courses will vary with student needs and interests.

The Fine Arts Department offers a concentration in Visual Design. For a description of this program see Fine Arts — Communication.

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**Art History**

The format of all art history courses is illustrated slide lectures with informal student discussion. The rich heritage of the visual arts is presented in these slide lectures allowing students to observe the vast panorama of the visual arts. The courses listed below focus on the progressive stylistic developments of western art from pre-history to the present.

**FA 40 Introduction to Art I**

This course presents the history of art from its prehistoric beginnings to the highly developed forms of painting, sculpture, and architecture of the Gothic Age. In this survey from the caves to the cathedrals, we find how each civilization of the ancient and medieval world developed innovative techniques and artistic methods. This course teaches the basic concepts required for an understanding of prehistoric, Egyptian, Mesopotamian, Greek, Roman, and Early Christian art. Includes visits to major New York art museums.  
3 semester hours

**FA 41 Introduction to Art II**

This course presents a survey of Western art from the early Renaissance through the modern age. Masterpieces of art are used to illustrate the social, spiritual, political, and aesthetic issues of each nation. This course introduces the basic works of art, themes, and terminologies necessary for appreciating and understanding the visual arts. Includes visits to major art museums and collections. \*FA 40-41 may be taken as a full-year course or as two separate courses.

3 semester hours



#### **FA 140 Ancient Art and Archaeology**

This course presents the artifacts, artworks, and architectural monuments of ancient civilizations in the context of art history and archaeology. Egyptian, Mesopotamian, Aegean, Greek, Etruscan, and Roman cultures will be analyzed. Students will be introduced to the tools used in archaeological surveying and field work. Recommended for students interested in ancient and biblical cultures. Class field trips to be arranged to archaeological institutions and collections. *3 semester hours*

#### **FA 141 Art of the Medieval World**

Continuity and change in Christian Art from the catacombs through the building of the great Gothic cathedrals. Byzantine and Romanesque monuments are also included. Painting, the decorative arts, precious masterpieces of church, state, and castle will be examined. There will be a field trip to the Cloisters, medieval branch of the Metropolitan Museum of Art, to study from the original. *3 semester hours*

#### **FA 143 Renaissance Art**

In its painting, architecture, and sculpture, we discover the re-emergence of the individual will in Renaissance society. Beginning with the new naturalism of Giotto and continuing through the High Renaissance in Rome with masterpieces by Bramante, Michelangelo, and Raphael, the artist asserted his influence on court and church. A social-economic focus is seen in the rising status of the artist from guild-oriented craftsman to the independent genius acting as the peer of dukes and kings. *3 semester hours*

#### **FA 144 Baroque Art**

The shift from a terracentric to a heliocentric universe is demonstrated in the dynamic expressions of Baroque art. Through the art of Caravaggio and Rembrandt we sense a revolutionary painting style which probes human emotions and studies the psyche. In the exhilarating sculpture of Bernini the viewer enters into the artist's senses through a virtuoso display of color, light and plastic form. The architectural fantasies of Guarini, Longhena, and Borromini project some of the most exotic monuments and interiors of European civilization. The course attempts to explain how the visual arts reacted and reflected the theological and political upheavals of the 17th and 18th centuries. *3 semester hours*

#### **FA 145 Romanticism in the 18th and 19th Centuries**

The course will uncover the varieties of Romanticism in Germany, England, France, and America, from the Rococo period to Impressionism. We will explore the Neo-Classic, the Pre-Raphaelite, the Realistic, and the Impressionistic styles of the Romantic movement by looking at such artists as David, Rossetti, Goya, Turner, Friedrich, and Delacroix. The course is intended to provide a basis for examining paintings of the 20th century. *3 semester hours*

#### **FA 146 Modern Art**

The shifting styles and currents of modern art are studied from the realist Courbet and Manet and their contemporaries to the rebellious years of the Impressionists. The 20th century is explored from the Fauvists' explosion of color to the new spatial-physics of Cubism under Picasso. The triumphs and failures of modern civilization are documented in the experimental efforts of the Constructivists, Dadaists, Surrealists, and Abstract Expressionists. A principal concern in the course is the question: "What is the artist of the 1980's telling us about our contemporary world?" *3 semester hours*

#### **FA 147 Impressionism and Post-Impressionism**

A study of the 19th century French art movement which revolutionized painting. Monet, Manet, Renoir, and Pissaro will be covered along with their contemporaries in Paris. Their students and followers, the Post-Impressionists with their innovations, will also be included. Museum trips to study original works. *3 semester hours*

#### **FA 148 World Architecture**

The major buildings and cities of the Western world, and why and how they were erected. The course concentrates on the influence of economics, sociology, psychology, and the environment on the art of building throughout history. We will also consider the engineering aspects of architecture as they developed with special emphasis on the present. The course is intended to develop an appreciation and enjoyment of architecture. *3 semester hours*

#### **FA 149 American Architecture**

The art of building in America, from pre-Columbian times to the present. Tradition, economics, engineering, and environmental factors influencing its development. We will examine the home, the church, the school, the business center, and the sports complex as reflections of the American way of life. Special emphasis will be placed on the architecture of today. The aim of the course is to develop an understanding of the man-made environment, and its special relations to ourselves, as individuals and as a society. *3 semester hours*

**FA 150 The Decorative Arts: An Introduction**

A survey of major historical styles in the decorative arts. Domestic architecture of corresponding periods will also be emphasized. Study from original buildings, antiques, private collections. Essential for students interested in historical restoration and preservation, art and antique collecting. Field trips.

*3 semester hours*

**FA 151 Art and Mass Communication**

An examination of "image" and its purpose. Our aim is to analyze the impact of art on society, the economy, politics, and the individual. Using a thematic approach, we will examine the artist's image with an emphasis on the role of signs and symbols throughout history. In addition, we will look at the development of communication media such as film, TV, radio, and the press. The course should serve as a theoretical introduction to the value and use of art in the communication industry.

*3 semester hours*

**FA 152 Art in America: Colonial and Early Republic**

The art of colonial America and the Early Republic from the 17th century Pilgrim settlements through the days of the founding fathers; Jefferson's original architecture, the elegant Federal and Neo-Classic periods up to the Civil War will be included. Architecture, painting, sculpture, and the decorative arts will be considered. Field trips and research projects based on original New England buildings, as well as paintings, furniture, etc., in public and private collections. Useful for students interested in American culture, historic restoration/preservation, collecting. Coordinated internship available to qualified students.

*3 semester hours*

**FA 153 American Art: 19th and 20th Centuries**

This course continues with the arts and architecture of the Early Republic (see FA 152) and expands into the major movements and masters of American art from the Civil War to the present. In tracing the themes and artistic statements of American artists we take special notice of unifying national myths such as: the Founding Fathers, Manifest Destiny, America as the New Eden, the Frontier from the Rockies to the Lunar Surface, Heroes from Davy Crockett to Superman, and America as Utopia. Through the masterpieces of Church, Cole, Homer, Eakins, Sloan, Hopper, Pollock, Rothko, Wyeth, Warhol, and Christo, we try to determine: "What is uniquely American about American art?"

*3 semester hours*

**FA 154 Political Art: From Ramses to Reagan**

An examination of the representation of social and political events in Western art history from ancient Egypt to the contemporary presidency. An attempt is made to analyze the positive and negative effects of political artists/commentators on the course of events. Students will be asked to develop interdisciplinary projects connecting editorial cartoons, propaganda imagery, and agitprop posters to key events, such as the French and Bolshevik Revolutions, World Wars I and II, the Vietnam conflict, Civil Rights, and the issues of the morning newspaper. Recommended for students interested in the uses and abuses of art in international communication, advertising, and political campaigning.

*3 semester hours*

**FA 301 Art Seminars Abroad**

A ten-day art history study tour of European countries offered annually during Spring recess or after final exams. Students visit major cities, sites, museums and collections under direction of a fine arts faculty member. Students may elect to join the tour on a credit basis requiring a paper or project to be submitted six weeks after return. See appropriate faculty member for details. Applications due last week of October, last week of January.

*3 semester hours*

## Studio Art

The Studio Program at Fairfield offers a number of interrelated courses. Subjects include drawing, painting, sculpture, design, and photography, materials and tools, and exercises in form, color, aesthetics, and concepts. The courses are designed to promote optical and tactical sensitivity, manual dexterity, and a clear understanding of creative processes.

Note: FA 160-260 and FA 170-270 *must be* taken for the full year.

### FA 160-260 Introduction to Drawing and Painting

A course designed for beginner and intermediate students in the basic skills of drawing, painting, and *seeing*. Class work and outside assignments will be directed towards developing each student's unique and particular style of visual expression.

6 semester hours

### FA 161 Drawing I

Principles of form, line, and spatial composition are regularly stressed, as are attitudes towards subject matter. This course approaches drawing as a basic organizer of seeing, thinking, and feeling.

3 semester hours

### FA 163 Pastel

Students use pastel and painting techniques to combine the practical elements of drawing and painting. Specific studio assignments will develop an understanding of color, texture, organization, and attitude toward subject matter.

3 semester hours

### FA 164 Basic Design

This introductory course to the visual arts involves practice with problems of color, line, and spatial organization of form and image. Regular critique of the student's work is an integral part of the course. For beginner and intermediate.

3 semester hours

### FA 165 Design and Color

This course is an approach to understanding the art of color. Problems of color effects are explored through practical exercises. Emphasis is also placed on the elements of artistic expression and principles, such as composition and design resources.

3 semester hours

### FA 166 Figure and Portrait Drawing

Drawing from life: the study of rhythm, gesture and mass will develop the student's ability to draw the human figure in action and repose.

3 semester hours

### FA 167 Figure and Portrait Painting

Painting from life: the study of rhythm, gesture, and mass will develop the student's ability to paint the human figure in action and repose.

3 semester hours

### FA 168 Woodblock and Relief Printmaking

This basic and oldest technique for making prints involves placing a drawing or design on wood and cutting away, with knife and gouges, the parts which are to be white in the print, leaving the imagery raised in relief. The surface is inked and the image is transferred onto paper. This course will cover the principles and techniques of the process: designing, transferring the drawing onto the block, cutting and printing.

3 semester hours

### FA 169 Watercolor

An introduction to the techniques and theory of watercolor painting. This course involves practical approaches to pen and ink drawing for watercolor, use of washes, and both monochromatic and full-color painting techniques. Some study of master watercolor artists.

3 semester hours

### FA 170-270 Sculpture

A traditional approach to sculpture. Portrait and figure using a live model are sculpted in clay and cast in plaster.

3 semester hours

### FA 171 Three-Dimensional Design

A contemporary approach to sculpture exploring modern materials, techniques, and ideas. Emphasis on the design quality of both representational and non-objective sculpture.

3 semester hours

### FA 172\* Techniques of Photography

See Fine Arts/Communication

### FA 173\* Visual Design for Communication

See Fine Arts/Communication

### FA 261 Drawing II

A further exploration (see FA 161) in drawing leading to a personal development of technical skills. This course can be taken independently of FA 161.

3 semester hours

\* These courses do not satisfy the core requirement.



**FA 265\* Paste-Up and Mechanicals**

See Fine Arts/Communication

**FA 266\* Fundamentals of Design and Production**

See Fine Arts/Communication

**FA 267\* Graphic Design I**

See Fine Arts/Communication

**FA 268\* Graphic Design II**

See Fine Arts/Communication

**FA 269\* Preparation and Presentation of Portfolios**

See Fine Arts/Communication

**FA 275 Seminar in Painting**

This is a tutorial for art majors and students with some previous background. Independent projects in drawing and painting are structured for each student. Critiques and discussion of the work of major artists comprise a regular part of the format. Permission to enter this course must come from the supervising professor.

3 semester hours

\*These courses do not satisfy the core requirement.

**II. Communication/Theatre**

The Department offers concentrations in Communication/Visual Design, and in Theatre/Media Arts. The Department also offers a minor in Communication/Television and Communication/Film as well as a minor in Theatre. These programs are described below.

**A. Communication/Visual Design**

This concentration draws on the resources of the School of Graduate and Continuing Education, which has a certificate program in graphic design. By coordinating courses in communication, art, and graphic design, the Department has developed a program which provides a solid background for students interested in careers in advertising and communication design.

Students wishing this concentration must take the following program:

1. Six credits in Communication Theory.
  - a. *either* FA 101, Theory and Practice of Mass Communication *or* FA 102, Effects of Mass Communication
  - b. FA 151, Art and Mass Communication
2. Six credits in Art History. Generally, the student will take FA 40 and FA 41, Introduction to Art I and II.
3. Nine credits in Studio Art. Three credits *must* be in design and three credits *must* be in drawing. Generally a student will take two semesters of design and drawing in the sophomore year.
4. Fifteen credits in Graphic Design.
  - FA 265 Paste-up and Mechanicals
  - FA 266 Fundamentals of Design and Production
  - FA 267 Graphic Design I
  - FA 268 Graphic Design II
  - FA 269 Preparation of Portfolio

To enter FA 265 or FA 266 a student must be enrolled in the Visual Design concentration and must have six credits of Studio Art or the permission of the instructor. Normally a student will take FA 265 and FA 266 together in the fall semester of the junior year, followed by FA 267 in the spring semester. FA 268 and FA 269 are taken in the senior year.

5. Six elective credits from the following courses:

FA 121 Introduction to Radio and Television Production  
FA 221 Television Production  
FA 172 Techniques of Photography  
FA 173 Visual Design for Communication  
FA 300 Independent Study  
FA 310 Internship

B. Communication/Theatre and Media Arts

This program expands our present Theatre concentration to include communication courses in television and film. It offers a balance between theoretical and practical courses in production, performance, writing, and dramatic literature. Students also participate in the extensive activities of the Playhouse-Drama Center for experience in every area of production including business management, advertising, design, construction, and performance. Consult Professor Emerich for further information.

Students in this concentration take the following program:

1. Nine credits in drama literature

FA 10 Introduction to the Theatre

Two upper-level courses in dramatic literature. Drama literature courses in the English Department will fulfill this requirement with permission of the Director of the Concentration.

2. Six credits as follows:

FA 100 Communication Media  
FA 106 Creative Writing for the Media

A course in dramatic writing offered through the English Department will fulfill this requirement (FA 106) with the permission of the Director of the Concentration.

3. Twelve to fifteen credits in Stagecraft and Acting. Students must take either four semesters of stagecraft and one semester of acting, or two semesters of stagecraft and two semesters of acting.

a. Option 1 (emphasis on backstage and technical work)

FA 110 Stagecraft I

FA 210 Stagecraft II

FA 211 Stagecraft III

FA 300 Independent Study in Stagecraft

*Either* FA 115 Speech and Movement

*or* FA 116 Improvisation

b. Option 2

FA 110 Stagecraft I

*Either* FA 210 *or* FA 211

*Both* FA 115 *and* FA 116

4. Nine credits in Television and Film from the following courses:

FA 121 Introduction to Television Production

FA 221 Television Production

FA 130 Art of Film/Production

FA 131 History of Film I

FA 132 History of Film II/American Film

FA 133 History of Film III/Foreign Film

FA 230 Special Topics in Film

The Department also encourages internships at the Playhouse and at area theatres. In addition, the Department offers a minor in Communication/Theatre and Media Arts. Students take 18 credits as follows:

FA 10 Introduction to Theatre

FA 100 Communication Media

FA 121 Introduction to Radio and Television Production

FA 110 Stagecraft I

Two of the following:

FA 210 Stagecraft II, Scenic Design

FA 211 Stagecraft III, Lighting

FA 115 Speech and Movement

FA 116 Improvisation

FA 221 Television Production

**C. Communication/Television**

The Fine Arts Department offers a minor in Communication/Television. Students must complete 18 credits as follows:

1. Two theory courses from the following: (six credits)

FA 100 Communication Media  
FA 101 Theory and Practice of Communication  
FA 102 Effects of Mass Communication  
FA 151 Art and Mass Communication

2. One writing course from the following: (three credits)

FA 106 Creative Writing for the Media  
FA 107 Persuasive Writing for the Media

Selected English Department writing courses may be substituted with the permission of the Director of Communication in Fine Arts.

3. Three courses as follows: (nine credits)

FA 121 Introduction to Radio and Television  
FA 221 Television Production

One of the following:

FA 106 Creative Writing for the Media  
FA 107 Persuasive Writing for the Media  
FA 173 Visual Design for Communication  
FA 300 Independent Study  
FA 310 Internship

**D. Communication/Film**

The Fine Arts Department offers a minor in Communication/Film. Students must complete 18 credits as follows:

1. Two theory courses from the following: (six credits)

FA 100, FA 101, FA 102, FA 151

2. One writing course from either FA 106 or FA 107. In general, FA 106 lends itself better to the Film minor. As with the minor in Communication/Television, selected English Department writing courses may be substituted with permission of the Director of Communication in Fine Arts.

3. Three courses as follows: (nine credits)

FA 130, Art of Film/Production  
*Either* FA 131, History of Film I, *or* FA 132, History of Film II  
*Either* FA 133, History of Film III, *or* FA 230, Special Topics in Film

**FA 2 Dance Workshop**

This course introduces students to the basic principles of gesture and movement which have characterized dance in the 20th century. *1 semester hour*

**FA 10 Introduction to the Theatre**

A selective and critical study of the development of world theatre. The aim is to discover the varying functions of drama as man searches for self-realization through myth, mystery, and reason. Selected readings from Greek, Roman, Renaissance, and Modern drama. *3 semester hours*

**FA 100 Communication Media\***

The basic requirements and vocabulary for a career in communication. This course is designed for those who may consider a career in television, film, journalism, or theatre. *3 semester hours*

**FA 101 Theory and Practice of Mass Communication**

An examination of the structure of mass communication systems (radio, television, film, newspapers, magazines, book publishing), including organizational systems, government regulation, ethical responsibility, advertising, First Amendment issues, and historical overview. *3 semester hours*

**FA 102 Effects of Mass Communication\***

The impact and influence of mass communication systems (radio, television, film, newspapers, magazines). *3 semester hours*

**FA 103 Modern European Theatre**

An analysis of the content, form, and style of Europe's most prominent 20th century playwrights. A study of their influence on the development of drama to evaluate their relevance to the contemporary scene. Play readings from Ibsen to Pinter. *3 semester hours*

**FA 104 American Drama**

The development of American theatre through the 19th and 20th centuries. Study and analysis of the special problems affecting the development and changes in American society as seen through American theatre production. Study includes American playwrights, filmmakers, composers, and lyricists. *3 semester hours*

**FA 105 The Elizabethans in Performance**

A course designed for the writer, producer, and actor. Shakespeare and others are analyzed for modern interpretation, production, alteration, and adaptation — from the absurdist concept to the musicalized adaptation. Each student is expected to complete a thesis or production book for an original interpretation or adaptation of one of Shakespeare's plays. *3 semester hours*

\* These courses do not satisfy the core requirement.



### FA 106 Creative Writing for the Media

An intensive study of preparing the scenario, plotting, structure, and characterization. The student begins by writing simple pantomimes and through a variety of exercises is led to complete a scenario for a major work for television film or theatre. 3 semester hours

### FA 107 Persuasive Writing for the Media

Basic radio and television techniques for the presentation of non-dramatic material including news, editorials, features, documentary, and advertising material. Each student is expected to complete an organized half hour program using persuasive verbal and visual means of communication. 3 semester hours

### FA 110 Stagecraft I (Playhouse)

Introduction to the technical aspects of theatre production. Historical overview of the physical stage from its beginning to the present, including the use of scenery, lighting and design. Basic techniques of set construction and rigging, lighting, and electronics for today's theatre. Attendance at Saturday work sessions is compulsory. 4 semester hours

### FA 115 Speech and Movement I

Emphasizing the *craft* of communication in the study and practice of self-expression through voice and movement. Voice production, control, and diction along with body language as fundamental to human communication. Participating students are urged to option for the fourth credit offered for participation in an additional hour of rhythm exercises designed for body control and discipline. 3-4 semester hours

### FA 116 Improvisation

This course will stress the *creative* aspects of performance, utilizing the improvising methods developed by Viola Spolin and others. Students will develop self-communication through self-awareness, by participating in theatre games and exercises aimed to elicit natural response in performance situations. 3 semester hours

### FA 120 Radio Production & Sound Techniques\*

Basic production format and recording techniques relating to radio, television, and film sound. Students will produce simple exercises designed to develop appropriate skills necessary to implement and disseminate messages over a technological medium. Students will achieve a basic skill in recording (both studio and remote), reporting and reading on air, and basic skills in editing. 3 semester hours

### FA 121 Introduction to Radio/Television Production\*

Introduction to the fundamentals of radio and television production and basic performance techniques, including familiarization with television studio, control room, broadcast equipment, lighting, microphone techniques, production crew functions, graphics, cue cards, lenses, and performance and production exercises. 3 semester hours

### FA 130 Art of Film: Production & Appreciation

Covers such aspects of film production as technological development, camera movement, composition, lenses, angles, lighting, sound, editing, animation, and special effects. The course provides an overview of the art of film as related to realistic and expressionistic film theories through study of experimental, documentary, and feature films. In addition, students will work up a script, storyboard, and make a simple film of their own. 3 semester hours

### FA 131 History of Film I: History & Appreciation

Course is both a survey of world film history and an introduction to film criticism and analysis. The course will consider the early film with emphasis on the origins and development of the techniques of motion picture art. Relevant genres, filmmakers such as Griffith and Eisenstein, and historical events will be traced from the nickelodeon era through the emergence of sound in the 1930's. 3 semester hours

### FA 132 History of Film II: the American Film

Course covers the period in the history of film from the early sound films of the '30's to the present. Critical analysis and discussion will center on major technological advances, historical-social influences, prominent filmmakers such as Ford and Capra, genres, and themes in the era of the "Hollywood film." 3 semester hours

### FA 133 History of Film III: the Foreign Film

Covers period from early sound films of the '30's to the present. The course will survey classic films, important directors, and major developments in the cinema of such countries as Germany, Russia, Italy, France, Sweden, and Japan. Emphasis is placed on the individual cinematic style and social-political climate of the countries chosen for discussion, including such movements as French New Wave and Italian Neo-realism. 3 semester hours

\*These courses do not satisfy the core requirement.

**FA 151 Art and Mass Communication**

An examination of "image" and its purpose. Our aim is to analyze the impact of art on society, the economy, politics and the individual. Using a thematic approach, we will examine the artist's image with an emphasis on the role of signs and symbols throughout history. In addition, we will look at the development of communication media such as film, TV, radio, and the press. The course should serve as a theoretical introduction to the value and use of art in communication.

3 semester hours

**FA 172 Techniques of Photography\***

An introductory course in black and white photography for the serious beginner, covering camera formats, aperture and shutter controls, exposure, film development, enlarging and printing, contrast controls, and dodging and burning techniques. Extensive time will be devoted to darkroom methods with individual assistance. Historical and contemporary work will be shown to increase visual awareness, and to provide the student with the means of criticizing his or her own work. A 35 mm camera is required.

3 semester hours

**FA 173 Visual Design for Communication\***

A basic course in the application of design theory to problems of visual communications. It provides students with their first experience in applied design. This course develops proficiency in the language of visual form: craftsmanship, visual sensitivity and problem solving are emphasized. A useful course for students interested in the practical techniques of television and media graphics.

3 semester hours

**FA 210 Stagecraft II (Playhouse)**

Scenic design. The course will cover the elements of scenic design from the initial reading of the script and discussions with the director, to the finished model or blueprints. Designs of the forerunners in 20th century scenography, such as Appia, Craig, BelGeddes, will be studied to aid the student in creating an environment for the actor. Students will be required to complete a design project. Attendance at Saturday work sessions is compulsory. Prerequisite: FA 104.

4 semester hours

**FA 211 Stagecraft III (Playhouse)**

Lighting Design. The course will concentrate on the effect of light and color on the stage, and will include the elements of lighting design: execution of drawings, the lighting plot and section, color media, working collaboratively with the director and scenic designer. Classical design work of personalities such as McCandless, Rosenthal, Melziner will be investigated to aid the student in the completion of a required design project. Attendance at Saturday work sessions is compulsory. Prerequisite: FA 104.

4 semester hours

**FA 221 Television Production\***

Simple lab production exercises designed to familiarize the student with fundamental production techniques. This course further develops and continues the basic skills initiated in FA 120 and 121. The course will also include small format video, electronic editing, and electronic newsgathering techniques. Prerequisite: FA 121.

3 semester hours

**FA 230 Special Topics in Film**

Each semester that it is offered, the course will take up a different aspect of film study. The course may concentrate on a specific genre (the Western, *film noir*, etc.) or the films of an important director (Hitchcock, Bergman, etc.) or on a particular theme (anti-heroes, women in film, etc.). Topics for a given semester will be posted before registration. The course may be repeated once with permission of the instructor; students who have taken any previous film courses will be given priority.

3 semester hours

**FA 265 Paste-Up and Mechanicals\***

This course will concentrate on the graphic skills required at the industry level. Emphasis will be placed on the methods of preparing art work for the printer and on how the printer makes use of the result. The student will learn paste up and mechanicals, type and type specification, copy fitting, the sizing and cropping of illustrations and be familiarized with the new materials currently in use in the industry.

3 semester hours

**FA 266 Fundamentals of Design and Production\***

This course provides an understanding of the design, preparation, and ultimate production of a variety of promotional graphics. Emphasis will be placed on the use of color, and the many facets of paper. Included are basic typography, copy-fitting, the differences between cold and hot type setting, scaling, and cropping of photographs. Finished printed pieces are shown, from concept to conclusion, concentrating on all three steps.

3 semester hours

**FA 267 Graphic Design I\***

This course will concentrate on the fundamentals of graphic design and developing the skills necessary to solve design problems. Classroom and outside assignments include problem definition, brainstorming, thumbnail sketches, and rendering comprehensive marker layouts. Student-designers will give rationale and present their design solutions to the class as in a client presentation.

3 semester hours

\* These courses do not satisfy the core requirement.

### FA 268 Graphic Design II\*

Students are expected to have mastered the more fundamental courses in design, in order to be able to work on problems and solutions through assignments in advertising, book design, record covers, packaging, and brochures. Designs will be executed to the final production stage.

*3 semester hours*

### FA 269 Preparation and Presentation of Portfolio\*

A course for the experienced graphic design student or professional who wishes to expand his/her presentation abilities as well as upgrade their portfolio. Emphasis will be placed on developing rough concepts for a full-range of hypothetical client needs.

*3 semester hours*

## III. Music

The Department offers a Concentration in Music. The program aims at a balance between history and theory. Students must fulfill the following requirements:

The student opting for music must fulfill the following requirements:

1. Five required courses: FA 80, FA 190, FA 290, FA 291, FA 280.
2. Three of the following courses: FA 180, FA 181, FA 182, FA 183, FA 184.
3. Two of the following courses: FA 185, FA 186, FA 187.
4. Two semesters of Fine Arts courses outside of music.
5. Students must demonstrate a minimum level of competence on an instrument or voice. This level of competence can be developed in the performance courses, FA 4, FA 6, FA 194, FA 195, FA 280.

The Department also offers a minor in music (18 credits), as follows:

1. FA 80, FA 190, and FA 191.
2. Three music history courses with the approval of the Director of the Music Concentration.

## A. Music History

### FA 80 Introduction to Music

This course assumes no knowledge of music. Through listening to live and recorded music, it enhances the student's enjoyment and understanding of music. An overview of the history of music, stressing the relationship between the art of music and the history of humanity.

*3 semester hours*

### FA 180 History of Choral Music

Choral music can provide the non-musician, as well as the musician, a glimpse of some of the most beautiful music ever written. This course is a survey of music for the choral medium. We will study music from the Renaissance to the 20th century in the major categories of choral compositions. No previous knowledge of music is required.

*3 semester hours*

### FA 181 Bach and Beethoven

This course examines the lives and music of two masters. The first half of the course explores the great secular and religious music of Johann Sebastian Bach, the last great exponent of baroque style. The second half of the course investigates the life and works of Ludwig von Beethoven, the composer who more than any other represents the struggle for artistic truth.

*3 semester hours*

### FA 182 Music of Classical Era

During the Classical era (about 1750 to 1830) music shifted from an aristocratic concern to the favorite popular art of the middle class. The course will examine the lives and music of the three most important composers of this period — Haydn, Mozart, and Beethoven.

*3 semester hours*

### FA 183 Nineteenth Century Romanticism in Music

A comprehensive survey of the 19th century Romanticism in music. The music of the Romantic era contains some of the richest masterpieces in music history. In addition to the music of Beethoven, Chopin, Verdi, Wagner, etc., the course will consider the relationship between music and the other arts.

*3 semester hours*

### FA 184 Music of the 20th Century

This course is an introduction to the mainstreams of music of our time. We begin with Debussy, Ravel and the French moderns. After investigating the music of Stravinsky, Bartok, and other European composers, we will conclude with such modern trends as electronic music, film music, jazz, and rock.

*3 semester hours*

\* These courses do not satisfy the core requirement.



**FA 185 Music Drama, Moving People**

This course examines the theatrical music performed on various kinds of stages. Rock and roll, jazz, the American musical, operas, and ballet will be studied from several perspectives. We will delve into their roots and growth. We will learn how each genre reflects its society. We will find out the power each has to move people politically, socially, intellectually, emotionally, and sexually.

*3 semester hours*

**FA 186 Popular Music in America**

Few countries have so vital and strong a tradition of popular music as the United States. Enriched by the music of many ethnic groups, popular music actually encompasses many traditions. This course begins with some of the entertainments of the 19th century — minstrel shows, early vaudeville — and continues with the various popular styles of the 20th century. Special attention will be given to the social values and attitudes which the music promotes or reflects.

*3 semester hours*

**FA 187 American Music**

The United States has a rich musical tradition of its own. This course begins with Indian songs and chants, New England psalm-singing, and early Southern hymns. We continue with music by Foster, Ives, Copland, and Gershwin. Special emphasis is placed on jazz as America's great musical art form.

*3 semester hours*

**B. Music Theory****FA 190 Rudiments of Music**

This course will introduce students to the basic concepts of music theory. Beginning with the notation of pitch and rhythm the course investigates the major and minor key systems, intervals, chord construction, transposition, the notation of melodies, etc. This course has no prerequisites and presupposes no knowledge of music theory.

*3 semester hours*

**FA 290 The Anatomy of Music**

This course is a continuation of FA 190, Rudiments of Music. We will continue to build a theoretical foundation by studying 7th chords, part-writing, chromatic harmony, etc. We will also apply these skills by analyzing a number of classical and popular scores. Those interested in writing original music will have an opportunity to do so. Some methods of ear-training will be discussed. Prerequisite: FA 190 or permission of instructor.

*3 semester hours*

**FA 291 Basic Harmony and Musicianship**

This course builds on the theoretical foundation of FA 190 and 290. The student will develop musical skills by analyzing scores of classical and popular music, doing theory and ear-training exercises, and composing original pieces. Prerequisites: FA 190 and 290 or permission of the instructor.

*3 semester hours*

**FA 292 Techniques of Orchestrating and Arranging**

This course completes the cycle of theory courses. An important task facing the musician is the arranging of songs from a simple piano or piano-vocal scores to a full composition. This course investigates some techniques of arranging by a study of classical and popular scores and by arranging original compositions. Prerequisites: FA 190 and 290 or permission of the instructor.

*3 semester hours*

**C. Performance****FA 4 Orchestra**

Students will have an opportunity to play in a University-based chamber orchestra and receive one credit per term. The Orchestra plans two public concerts each year — one each term. In addition, students will be introduced to a variety of orchestral music and a variety of orchestral techniques.

*1 semester hour*

**FA 6 Chamber Singers**

A mixed choral ensemble dedicated to the learning and performing of significant choral repertoire. Some work will be performed in conjunction with the University Orchestra. Membership by interview only.

*1 semester hour*

**FA 194-195 Applied Music  
(Various Instruments)**

The department provides instruction for majors and non-majors alike in piano, flute, guitar, and a variety of other instruments either for credit as a sixth course or for no credit. This instruction carries an extra charge above tuition and usually involves one hour lesson per week at a time arranged with the instructor. Interested students should see a member of the Music Department during the first week of the term.

*3 semester hours*

**FA 280 Performance Workshop  
(Chamber music)**

This course is designed for students who play an instrument and read music and would like an opportunity to study and rehearse, under supervision, music for small groups. Enrollment is limited, and permission of the instructor is required.

*3 semester hours*

Program in

## Greek and Roman Studies

**Professors:** Kelley, Rosivach (*Director*)

**Liaison Faculty:** Long (*Philosophy*)

The basic courses provided by Greek and Roman Studies aim at securing the proficiency in the Latin and Greek languages indispensable for a firsthand scholarly examination of classical antiquity. The "B.A. with Classics" program, comprising two years of Latin and Greek, seeks to give students who will major in a field other than classics as wide a background in classical antiquity as time will permit both as an aid to their general cultural education and to assist them in their own major fields. The Program also makes available as a general service to the University courses both in English and the original languages for those interested in various specific aspects of classical antiquity.

## Classical Civilization

### CI 108 Roman Religion

Study of the religious beliefs and practices of the Romans during the Republic and early empire. (A knowledge of Latin is not required.)

3 semester hours

### CI 115 Greek Civilization

A study of the Greek experience, of the social and cultural values, political institutions and economic structures of the ancient Greeks and their effect on the historical process in the period down to the death of Alexander. (A knowledge of Greek is not required.)

3 semester hours

### CI 116 Roman Civilization

A study of Roman history through the prism of the first century B.C., the period of the collapse of the Republic and the establishment of the Empire. We will try to understand how this fundamental change occurred, how it was conditioned by Rome's earlier history and how that earlier history was in turn reinterpreted by the Romans themselves in the light of first century events, and finally how these events affected subsequent Roman history in the first centuries A.D. (A knowledge of Latin is not required.)

3 semester hours

CI 115-CI 116 may be taken to fulfill the core requirement in history.

## Greek

### Gr 11 Elementary Attic Greek

Grammar of Attic Greek; readings in easier authors to develop a practical reading knowledge of ancient Greek.

3 semester hours

### Gr 221-222 Intermediate Greek Readings

Intensive reading of selected authors of moderate difficulty in various genres, with extensive readings in translation, to give a survey of classical Greek literature.

6 semester hours

### Gr 325-326 Advanced Greek Readings

Extensive readings of selected works of ancient Greek literature. Prerequisite: Gr 221-222.

6 semester hours

## Latin

### La 11 Basic Latin

Intensive study of Latin grammar. Students who complete this course will normally continue in La 221-222.

3 semester hours

### La 221-222 Readings in Latin Prose & Poetry

For students with a background of high school Latin or its equivalent, this course attempts to fill out that background by extensive readings in the principal authors and genres not read in high school.

6 semester hours

### La 321-322 Latin Poetry

Extensive readings of selected authors of Latin poetry. Prerequisite: La 221-222.

3 semester hours

### La 323-324 Latin Prose

Extensive readings of selected Latin prose authors. Prerequisite: La 221-222.

3 semester hours

### La 339 Augustine's *Libri Confessionum*

Study of both the Latinity of Augustine and the philosophical implications of the *Libri Confessionum*.

3 semester hours

### La 342 The Philosophy of Seneca

A study of Roman Stoicism through the works of Seneca, especially the *Epistulae Morales*.

3 semester hours

### La 344 Roman Comedy

Study of the plays of Plautus and Terence, in the original and in translation, with emphasis on the dramatic and theatrical aspects of the plays.

3 semester hours

### La 346 Vergil

Study of *Aeneid* 7-12, *Eclogues*, and *Georgics*.

3 semester hours

Department of

**History****Professors:** Buczek, M. McCarthy**Associate Professor:** DeAngelis (*Chair*)**Assistant Professors:** Abbott, Baehr, Costello,  
Davis, Kazura, J. Murphy, Petry

The Department of History introduces students to the richness and complexity of the human experience. The discipline of history trains students to think historically; to research, analyze and deal critically with evidence. To the historian, factual information is never an end in itself, but a means to understanding that our own times are what they are because of the past. Those who major or minor in history receive a broad preparation for entrance into graduate school and the traditional professions of law, government, foreign service, journalism, business, and teaching. The department participates in interdisciplinary programs with other departments in the Latin American and Caribbean Studies minor, the American Studies Program, the International Studies concentration, and the University Honors Program. Students who attain high standards of scholarship are sponsored for membership in Phi Alpha Theta, the international honor society in history and participate in the special programs under its auspices.

For the B.A. degree in history, the major must complete at least 24 upper division credits in history courses bearing three-digit numbers. A major is expected to select courses in every field of history, and must complete six credits of upper division level courses in American history and six credits of upper division European history. Students are required to work closely with their history advisor in planning their program.

**Introductory Courses 01-99**

All students are required to take Hi 30 and one other introductory level course.

**Hi 30 The Foundations of "Modernization" in the West, 1500-1815**

Under the impetus of the Renaissance and Reformation, the Western world begins the ongoing process of "modernization" by re-examining its concept of society, its political, religious, and economic institutions, and the individual's relationship to them. The rise of the nation states and their imperial rivalries open Europe to interaction with the rest of the globe. The Scientific Revolution and the Enlightenment accelerate the intellectual ferment and search for truth which finds political expression in revolutions in Great Britain, the United States, and France. Capitalism and the early phases of the Industrial Revolution transform the economic and living conditions of western man. Instability and insecurity create conflicting trends and problems which persist in the world today.

*3 semester hours***Hi 31 Power Politics and the Emergence of Superpowers, 1815-1950**

This course considers the development of modern nation-states and the emergence of the present-day Superpowers. Beginning with the Congress of Vienna and the conservative Age of Metternich, the course will treat trends and change in the 19th century Europe and the first half of the 20th century. Liberal and national uprisings, the unification of Italy, Bismarck's Second Reich, Napoleon III, the Third French Republic, the heyday of British Imperialism, the rise of the United States to world prominence, Russia and the West, Kaiser William II and the coming of World War I, the Treaty of Versailles and the failure of the Peacemakers, the rise of dictators, Europe between the wars, World War II, the Superpowers and the Cold War will be discussed.

*3 semester hours***Hi 32 The Birth of the Post-Modern World, 1850-1950**

In the second half of the 19th century industrial, social, and scientific progress enables the West to conquer the globe. But the increasing mechanization of society brings the alienation of the individual and the growth of class and racial antipathies. A wave of "-isms" (Marxism, nationalism, imperialism, etc.) increases the stress. Ultimately the impact of two world conflicts demonstrates the fragility of Western supremacy and raises major problems of relationships with the Third World and the social revolutions within the old system.

*3 semester hours*



### Hi 33 Towards the "Classless" Utopia

A social history of the West from 1815-1970 which traces the advances made by the laboring classes through bullet or ballot. Emphasis will be placed on economic and political factors which varied from area to area as either the electoral franchise was extended further and further or frustrated. *3 semester hours*

### Hi 50 The American Crucible: Europe and America, 1815-1945

A study of the genesis of American institutions and their European antecedents. The year 1815 will be the point of departure for this historical analysis but the study will include a chronicle of significant events leading to the creation of the American Republic: political, economic, social, religious, intellectual. The major theme of the course is the testing of these institutions in times of crises, from revolution to the establishment of constitutional principles, the emergence of political factionalism, and the development of a coherent foreign policy under Washington during the French revolutionary wars. The testing of American federalism and republicanism continues into the 19th century with Jacksonian democracy, the rise of sectional reform, the slavery issue in the ante-bellum period, the great crisis of the Civil War and post-bellum America. The final phase will deal with American and European relations, the closing of the frontier, European and American imperialism, and the impact in the 20th century of two great world wars on a democratic society. *3 semester hours*

### Hi 51 The American Republic in a Changing World

This course deals with the historical development of the American Republic, from the establishment of the Federal Union to its status as a world power in the 20th century. Commencing with the American Revolution, the factors that produced American constitutional government, Hamiltonian vs. Jeffersonian Republicanism, conditions which stimulated rapid growth and sectional tensions that provoked the near break-up of the Union are analyzed. The problems of Reconstruction, Industrialism and the counter-response of Populism, Progressivism, and the New Deals interrupted by two World Wars are examined. The course concludes with a discussion of the problems of post-World War II leadership and domestic economic and social reforms. *3 semester hours*

### Hi 52 The Pursuit of Happiness: Reforming the American Republic, 1800-1980

After a brief survey of the colonial and revolutionary origins of the United States, this course will focus on developments in the 19th and 20th centuries. Special emphasis on such topics as Jeffersonian Republicanism, Jacksonian Democracy, the Civil War and Reconstruction, Urbanism, Industrialism, the Rise of Inequality, World War I, and the Depression. The history of social reform in America will be greatly stressed — ante-bellum reform and communitarian movements, Populism, Progressivism, the New Deal and conservative resistance to each. Themes selected will be designed to illustrate the roots of our most pressing contemporary problems: Localism vs. Centralism, Insiders vs. Outsiders, Individualism vs. Community, Black vs. White, etc. The course will conclude with the Vietnam War, its role in the formation of the '60s, radicalism, and subsequent conservative reaction. *3 semester hours*

### Hi 53 Europe and America, 1815-1950

This course begins with the close of the Napoleonic Wars and stresses the interplay between Europe and America. The theme is the political isolation America from Europe during the 19th century and the growing economic and intellectual cross-currents that tend to undermine it. At the end of the 19th century, America catches the fever of imperialism from Europe which results in an American Empire. In the 20th century the United States gradually becomes entangled in European and world affairs resulting in its emergence as a world power with responsibilities around the globe. *3 semester hours*

### Hi 70 Russia and the West, 1815-1945

This course will consider the differing responses of both Western Europe and Russia to nationalism, socialism, liberalism and the Industrial Revolution; the differences between the French and Russian Revolutions, their responses to fascism, Nazism and a re-defined liberalism; their responses to the second phase of the Industrial Revolution, and the political and cultural relations between Russia and the Western world. *3 semester hours*

### Hi 71 West Meets East: Why Can't They be Like Us?

A survey of the historical contacts between Western civilization and the great civilizations of Asia — India, China, Japan, and Southeast Asia. The economic and cultural contacts resulting from trade, colonialism, and imperialism have been accompanied by changing perceptions Asia and the West have had of each other and have yielded a surprising degree of aesthetic and cultural interchange. Primary sources will enable the student to see the events discussed through the eyes of the participants. *3 semester hours*

**Hi 72 Western European and Latin American Revolution Compared, 1800-1980**

This course will compare the political, economic, and social revolutions in Western Europe (First World) with those of Latin American (Third World). The responses to the problems of industrialism, the rise of pluralism and egalitarianism, the demand for participatory democracy and the forces of nationalism, liberalism, conservatism, and socialism in Western Europe in the 19th century will be examined along with the problems arising from the process of modernization in 20th century England, France and Germany (democratic vs. totalitarian responses). Latin America's successful revolutions for political independence from Iberia (1810-26), the subsequent failure to reform semi-feudal institutions, and the continuing inability to pursue successful modernization in the 20th century despite revolutions in Mexico and Cuba will be discussed.

3 semester hours

**Intermediate Courses, 200-299**

All intermediate courses require Hi 30 and one other introductory course.

**Hi 202 Order and Prophecy I**

The medieval world attempted to reconcile the spirit of institutional order (Church, Empire, universities, guilds, towns) and the spirit of prophecy (popular religion, social protest, heresy, superstition, cultism). The conflict and attempted reconciliation between these two outlooks in the 11th, 12th and 13th centuries will be explored.

3 semester hours

**Hi 203 Order and Prophecy II**

The open conflict between the spirit of order and the spirit of prophecy through the 14th and 15th centuries.

3 semester hours

**Hi 209 Europe in Turmoil, 1815-1870**

Europe tries to find itself after the first total war: the problems of a postwar generation; the Congress system and peace through the elite; the mixed heritage of the French Revolution and Napoleon; the Romantic movement; the conservative tradition; utopian socialism; the Revolutions of 1848; industrialization and an alienated society; burgeoning of Marxism; Socialism, Nationalism, Liberalism, and Democracy; the unification of Germany and Italy; Napoleon III and the Second Empire; the new Colonialism; mid-Victorian England; tortuous diplomacy for peace; Europe and the United States.

3 semester hours

**Hi 210 Europe Enters the 20th Century, 1870-1915**

Conflicting cultural currents at the *fin de siècle*: the Purple Internationale; the new Balkan states; a chaotic Republic in France; the empire on which the sun never set; the Prussianization of Germany; the growth of materialism, radicalism, and the impact of urbanization; the new imperialism; diplomacy and *realpolitik*; the drift toward war; the diplomatic and military background of World War I; Europe and the non-European world; social Darwinism and scientific Marxism.

3 semester hours

**Hi 211 History of Modern Germany I**

The Reformation becomes a German civil war; The tragedy of Westphalia; French and Swiss influences; Absolutism and absurdity; The *Kleinstaaterei*; Habsburg-Hohenzollern rivalry; the wars of the 18th century; growth of the military tradition; *Aufklärung*, *Sturm und Drang*, and Romanticism; Germany, the French Revolution and Napoleon; Metternichian Germany; liberalism vs. nationalism and the Revolutions of 1848; promise and disaster of Frankfurt; Bismarck and unification; the Second Reich — echo or first forerunner of the Third?

3 semester hours

**Hi 212 History of Modern Germany II**

The constitution of the Second Reich. The *Kulturkampf*. Movements for social reform. Bismarck as the arbiter of Europe. Germany enters the imperial race. Wilhelminian Germany. Cultural currents at the turn of the century. The steps to war. The impact of the Versailles Treaty. Communists in Berlin and Munich. Reaction of the Right, Weimar and the experiment in democracy. Cultural and social roots of National Socialism. Hitler and the *dramatis personae* of totalitarianism. The theory and practice of the Third Reich. World War II and the *Götterdaemrung*. Germany's occupation and division. The two Germanys. Rebirth of a world power?

3 semester hours

**Hi 214 The French Revolution and Napoleon**

The course will deal with the causes of the Revolution, the move from moderate to radical change, the dynamics of the Terror, the roots of counterrevolution, and the reaction that led to military dictatorship; it will also handle the problem of the assessment of Napoleon's career, the basis of his empire and its relationship to the satellite kingdoms, and the effects of French hegemony upon Europe.

3 semester hours

**Hi 215 History of Ireland**

This course will be devoted to the relations between England and Ireland from the 12th century Bull *Laudabiliter* until the contemporary embarrassments.

3 semester hours



**Hi 216 Rise and Fall of the British Empire I**

This survey traces the rise of Great Britain from Bosworth Field to the death of Queen Anne. This period of dramatic change commences with an England that is by religion Catholic and, because of the War of the Roses, politically and economically weak. It ends with a "Great Britain" — a growing empire abroad and a solid Protestant establishment at home. In this story the social, political, and cultural impact of the Tudor revolution, the decline of the aristocracy and of the gentry, the Civil War and Glorious Revolution, the Acts of Settlement and Union will be emphasized.

3 semester hours

**Hi 217 Rise and Fall of the British Empire II**

A continuation of the survey that will show the birth and death of two British Empires. It begins with Great Britain as a definite force in the European diplomatic system, and it ends with what this ultimately achieved, the signs of her future collapse, obvious by the end of World War I. In this the importance will be stressed of such items as her colonial policies, the politics of George III, the effects of the American and French revolutionary wars, the demise of the Protestant Establishment, the triumph of the House of Commons and the shattering of the old ways by the "guns of August."

3 semester hours

**Hi 218 Studies in Renaissance History**

Self, Society, and Universe in the European Renaissance.

The invention and the individual in the Italian Renaissance and further developments by the great Northern humanists (Petrarch, Boccaccio, Pico, Castiglione, Erasmus, Montaigne, Cervantes, etc.). Models and theories of society and the realities (Dante, Marsiglio of Padua, Machiavelli, More, Rabelais, Bodin, etc.). The Universe: God and Man (Erasmus, Luther, Calvin, Trent, the Jesuits, the Radicals). The Larger World: the phenomena of the Spanish Conquest of the New World; Galileo and the Cosmos.

3 semester hours

**Hi 219 European Thought and Culture, the Enlightenment**

The triumph of natural philosophy and "empiricism" in Locke and Newton, the creators of the French Enlightenment. Early manifestations of the age of Montesquieu, Voltaire, and Pope. The *Encyclopedie* as the quintessential expression of *philosophie* and *bourgeois*. The flood tide of the enlightenment in the materialist and utilitarian thought of La Mettrie, d'Holbach, Helvetius, and Bentham. Hesitations and counter-currents in Rousseau, Diderot, and Sam Johnson. Voltaire, Gibbon, Condorcet, and Herder and the rise of historical thought. The German Enlightenment and Romanticism. The movement in the arts: Baroque, Rococo, Neo-classical, Romantic, Culmination: Kant or Schopenhauer?

3 semester hours

**Hi 220 European Thought and Culture, the 19th Century**

The search for lasting values in a century of cataclysmic change. The major currents of the 19th century: romanticism, liberalism, socialism, Marxism, nationalism, social Darwinism, positivism, and modernism. The movement in the arts from Schubert, Weber, Goya, Delacroix, Goethe, and Stendhal to Mahler, Richard Strauss, Monet, Van Gogh, Strindberg, and Zola.

3 semester hours

**Hi 240 American Intellectual History**

This study of American intellectual life begins with the Puritan mind, traces American political theory through the American Revolution, the genesis of cultural nationalism, the intellectual origins of economic theories and democratic thought in the 19th century. The course examines the dialectics concerning the nature of the Union, the impact of Social Darwinism, the triumph of laissez-faire in the post Civil War era, intellectualism and science, pragmatism, an analysis of the American liberal tradition and conservative thought, and the impact of radicalism on democratic institutions.

3 semester hours

**Hi 241 History of the South**

The founding of the Southern colonies; the cultural, political and economic basis for Southern regional consciousness; the social structure, slavery, the Bourbon class, Southern politics and the sectional crisis. The New South from the Civil War to the present. The Southern literature of Faulkner, Warren, Welty, etc.; the politics and persuasion of Huey Long; the TVA, economics, class structure, race and segregation provide windows on Southern history.

3 semester hours

**Hi 242 American Immigrant History**

The United States considered as a mosaic made of various immigrant groups; this study will deal separately with the ethnic problems of each group. The study involves the origins and character of immigration problems as a whole; the impact of immigration on American society such as government policy, the roots of nativism, assimilation; the debate over assimilative theories such as cultural plurality, melting pot, etc.

3 semester hours

**Hi 243 Black American History**

This course will begin with a general survey of the historical evolution of the American Negro from slavery to freedom and conclude with an examination of the contemporary problems of civil rights. Included in the study will be an examination of modern Negro leadership; their institutions, an analysis of federal legislation and Supreme Court decisions; an evaluation of the historical and social implications of the Moynihan Report; Black Power, etc.

3 semester hours



**Hi 244 American Military History**

This course is a study of the impact of war on a democratic society, with particular emphasis on the effects of war on the cultural life of the United States; political, social, economic, intellectual. The study will include a chronological narrative of America's wars, from the Colonial Wars of the 17th and 18th centuries to the world wars of the 20th: Korea, Vietnam. An analysis will be made of the art of war and the nature of warfare; geopolitics, policy, strategy and tactics, logistics, weaponry, guerilla warfare, militarism, the military-industrial complex, and war in the nuclear age.

*3 semester hours*

**Hi 245 History of American Political Parties I**

This course is concerned with the development of the American political party system from the pre-party era of the infant republic to the collapse of the national party system in 1860, contributing to the Civil War. Among the major topics examined in this course are the pre-party political institutions and structure in the United States; the emergence of a two-party system in American government precipitated by the Hamiltonian-Jeffersonian conflict of constitutional interpretation; the decline of the Federalist party and the rise of one-party national government followed by the re-emergence of a new two-party system with the split in the Democratic-Republican party due to the rise of Jacksonian Democracy. The course concludes with an examination of the inability of the new Democratic and Whig Parties to solve the "slavery crisis" and function as national bonds of unity, thus contributing to the outbreak of Civil War.

*3 semester hours*

**Hi 246 History of American Political Parties II**

In this course the changing nature of the American political party system from the Civil War to mid-20th century is studied. Among the major party problems examined are: the attempts of the Young Republic Party to develop into a truly national party; the Democratic party's resurgence during the "era of Reconstruction"; the challenge and role of third parties in American political life during the last quarter of the 19th century and first quarter of the 20th century. In addition, the influence of "progressive reforms" on the national two-party system in the decades prior to World War II and the resurgence of the Republican party espousing a return to "conservative concepts" during the middle decades of the 20th century are examined.

*3 semester hours*

**Hi 247 American Business History I**

A survey oriented to understanding the historical development of American business institutions and practices from the establishment of English settlements in North America to mid-19th century. It includes the development and use of the joint stock company by the English mercantile community in establishing North American colonies, the evaluation of a diversified colonial economic system based on mercantile capitalism, the conflict of interest between the English and British colonial business communities as a factor causing the American Revolution, problems of the business community during the initial quarter century of American independence, concluding with a study of the effects of a laissez-faire federal policy upon the evolving banking, commercial, manufacturing, and transport industries in pre-Civil War America.

*3 semester hours*

**Hi 248 American Business History II**

A survey of the effects of the Civil War on the American business community, the role played by the nation's expanding railway system in developing a national market, the massive expansion of the country's manufacturing plant and production, which stimulated the earliest attempts by businessmen to control production and competition, culminating in the development of trusts and finance capitalism. In addition, the attempts to develop effective federal regulation of abuses by corporate business management in the quarter century prior to the World War I are studied. The course concludes with a survey of the growth of federal regulatory authority and the development of organized labor as countervailing forces constraining the ever-growing concentration of economic power held by giant corporate businesses during the two decades prior to 1950.

*3 semester hours*

**Hi 249 American Diplomatic History I**

Narrates the struggles of the first 100 years. The labors of American diplomats during the Revolution. The making of peace. Early challenges — the problems of neutrality, the Jay Treaty, the Pinckney Treaty, XYZ Affair, the Louisiana Purchase. Involvement in War of 1812 and making of peace of Ghent. The diplomacy of Monroe and Adams and the Monroe Doctrine. Westward expansion — the Adams-Onís Treaty, annexation of Texas, the Mexican War, the Oregon question. U.S. interest in Cuba and Central America. The diplomacy of the Civil War. William Seward and the purchase of Alaska. The post-Civil war claims settlement with Britain.

*3 semester hours*

**Hi 250 American Diplomatic History II**

This course treats the emergence of the United States from its traditional non-involvement to world power. It deals with the New Manifest Destiny and the influence of the Spanish-American War and Theodore Roosevelt in bringing the United States into world politics. Also investigated are the Open Door Policy, Taft's Dollar Diplomacy, and Wilson's "Missionary Diplomacy." America's entrance into World War I and writings concerning it will be treated, as also will the rejection of Wilson's leadership and the Wilsonian League. The contributions of the Republican era — the Washington conference, the Kellogg-Briand pact, the Hoover approach to Latin America, and the Hoover-Stimson Doctrine of Non-Recognition — will be assessed.

*3 semester hours*

**Hi 251 American Diplomatic History III**

Studies the involvement of the U.S. in World War II and the subsequent problems as leader of the Western nations. Roosevelt's foreign policy and the coming of the war are treated along with writings of Revisionists and Anti-Revisionists of F.D.R.'s policies. War-time diplomacy will be treated with emphasis on the development of postwar problems and the coming of the Cold War. Revisionist writings on the Cold War will be treated along with some criticisms of them. Present day problems of the U.S. as a world leader — Castro in Cuba, war in Indo-China, Arab-Israeli conflict, Far Eastern and European alliance systems — will be studied in their origins and present state.

*3 semester hours*

**Hi 252 The United States in World War II**

The Failure of the Versailles Treaty, the League of Nations, and Collective Security to provide lasting peace. The influence of the depression and the activities of the dictators and the Japanese. The Hitler-Stalin Pact. The outbreak of war in Europe. U.S. neutrality policies. Pearl Harbor and U.S. involvement, Japanese conquests in the Pacific and Far East. War-time alliance, war-time diplomacy, and conferences. Theatres of activity — Western Europe and Eastern Europe, Hitler's Russian campaign. Allied campaigns in North Africa, Sicily, Italy, Normandy, France. Defeat of Hitler. U.S. recovery in Far East and defeat of Japan. The war at sea. The air war. The atomic bomb. The failure to make a satisfactory peace. The collapse of the war-time alliance with Russia.

*3 semester hours*

**Hi 253 Colonial America**

A study of the foundations of American civilization. The course commences with a brief survey of the indigenous Indian cultures and an examination of the character of the Indian-white relations. The colonial systems of Spain, France, and England are compared briefly. The course stresses the development of Anglo-American institutions with special emphasis on the influence of the Puritan legacy. An exploration of the origin and development of white attitudes toward the blacks is included.

*3 semester hours*

**Hi 254 Era of the American Revolution**

An examination of the coming of the American Revolution and the transition from colonial to national status. The Confederation period, the forming of the Constitution, and the Federalist era. Emphasis on the emergence of a national culture.

*3 semester hours*

**Hi 255 Jeffersonian and Jacksonian America, 1800-1848**

Jeffersonian Republicanism and Jacksonian Democracy. A study of the political, social, economic, cultural, and intellectual developments in this era of expansion and democratization. The Jeffersonian and Jacksonian contributions to the emerging American character will be assessed. The course concludes with an examination of the causes and results of the Mexican War. Special attention will be focused on the reform and utopian movements of the antebellum period including Transcendentalism, Mormonism, and Abolitionism.

*3 semester hours*

**Hi 256 Utopianism in American History**

Utopian experiments and their relationship to the larger contexts of American culture: the Puritan Commonwealth and its declension, Quaker William Penn's "Holy Experiment," the impact of the Great Awakening, Transcendentalism and the communalistic movements of the 19th century: the Oneida Community, Brook Farm, the Shakers, the Mormons and the Millenialists. Successes, failures and the achievement of unexpected results. The course will conclude with an examination of modern communes and utopias including present day efforts of Twin Oaks, Fort Hill and Synanon, among others. The course will assess unconventional life style in both sociological and historical perspectives. More conventional religious movements will be studied insofar as they help to illuminate the extraordinary groups. The recurring vision of America itself as a land of new beginnings and Utopian possibilities will be a principal theme throughout.

*3 semester hours*



**Hi 257 The American Labor Movement**

A survey course tracing the development of the organized labor movement in the United States from its feeble beginnings in the early 19th century to a position of economic influence and power in the third quarter of the 20th century. Commencing with the emergence of local craft unions, the course continues with an analysis of the effects of the rapid expansion of the industrial revolution upon the industrial wage earner's living standard in pre-Civil War America; followed by an examination of the conditions promoting growth of industrial and trade unionism prior to 1900; the limits of organized labor due to vigorous opposition from giant industrial corporations and manufacturers' associations prior to World War I; decline of organized labor during the 1920s; the National Labor Relations Act and the massive expansion of the organized labor movement through World War II; concluding with an examination of the American labor movement in the post Taft-Hartley era.

*3 semester hours*

**Hi 281 Russian Revolutionary Tradition**

The modernization of Russia since Peter the Great; the impact of Western culture in the 18th century; Catherine the Great as reformer; intellectual protest against autocracy and serfdom; revolutionary ferment: Slavophiles and Westerners; from populism to Marxism-Leninism; the revolution of 1905; the industrialization of Russia to 1914.

*3 semester hours*

**Hi 282 Social and Cultural History of China and Japan**

A study of the traditional civilization of China, Japan, and Korea to c. 1800. Examines the traditional institutions of classical China (Han, Ch'in, T'ang, and Sung) and their diffusion to Japan and Korea; the Mongol and Manchu as alien dynasties; the early Western contacts and the Tokugawa seclusion of Japan.

*3 semester hours*

**Hi 283 Modern China and Japan**

A study of the transformation of traditional civilizations of East Asia since 1800. Topics include the impact of the West and the opening of China and Japan, Japan's Meiji reform and rise to a world power, imperialist rivalry in China, and Nationalism and Communism in the 20th century.

*3 semester hours*

**Hi 284 Latin America I, The Iberian Colonies, 1492-1808**

Indian cultures on the eve of the "discoveries." Portuguese and Spanish institutions and values on the eve of the conquests. The clash of cultures and interests and three ensuing centuries of New World dialectics: conquistadores, viceroys, colonists, priests, friars, Indian *caciques* and peasants, black slaves, free mulattoes mutually interacting and forming, by 1800, a new civilization composed of varying cultures from the Rio Grande to Tierra del Fuego. The Iberian colonies on the eve of the 19th century revolutions for independence.

*3 semester hours*

**Hi 285 Latin America II, Two Centuries of Revolution, 1808-1983**

The successful overthrow of the Colonial establishment 1808-1826, and two centuries of ensuing political, economic, social and cultural instability and the search for a viable social order. Latin American liberalism in the 19th century. Abolition of slavery. The elusive search for order in the 20th century, an age of aborted revolution, from the Mexican revolution of 1910 to that of Nicaragua in 1979.

*3 semester hours*

**Hi 286 The Spanish Caribbean: Cuba, Puerto Rico and Dominican Republic from Columbus to Castro**

The Spanish conquest, the demise of the Caribbean Indians. Colonial institutions and plantation slavery. Stagnation and decline in 19th century independent Santo Domingo and colonial Puerto Rico. Economic growth and revolutionary currents in 19th century colonial Cuba. Twentieth century anarchy and dictatorship in the Dominican Republic. U.S. economic domination of Puerto Rico and the emergence of a Puerto Rican identity. The final stages of Cuba's Hundred Years War of liberation from Spain and the United States: Fidel Castro and Marxist Revolution.

*3 semester hours*

**Hi 287 Mexico, 1519-1980s: Conquistadores to Revolutionaries**

Aztec society on the eve of the Spanish conquest. The nature and techniques of Spanish imperialism. Colonial society — church, state *hacendados*, *castas*, *indios*. The revolutions for Independence (1810-1821). The failure of liberalism in the Mid-19th century and the subsequent dictatorship of Porfirio Diaz (1876-1911). The Mexican revolution, the first great social revolution of the 20th century: 1910 to present.

*3 semester hours*



## Advanced Courses, 300-399

All advanced courses require Hi 30 and other courses as noted.

### Hi 300 20th Century Europe I

The course will cover the collapse of the European world-order in the first World War; the problems of the Peace of Versailles; the advance of totalitarian ideologies in Central and Eastern Europe; the failure of the Western democracies to achieve consensus at home or security abroad; the great depression and the collapse of the Versailles system; the origins of Hitler's War. Prerequisite: 2 semesters of introductory history.

*3 semester hours*

### Hi 336 Civil War and Reconstruction

The course will begin with an examination of American expansion in the 1830s and 1840s and concludes with a study of the effects of reconstruction. Included in the general analysis will be the development of Northern economic and social institutions; an evaluation of the ante-bellum South and the effects of slavery; the politics of crisis and sectional interests; the anti-slavery movement; the emergence of Lincoln; secession and war. Prerequisites: Hi 30 plus one American history course.

*3 semester hours*

### Hi 337 The Frontier

A study of the American frontier, its heritage and influence on the development of American characteristics: political, social, cultural, economic. The study includes an analysis of the Turner thesis; a survey of sectional and regional evolution; New England, Middle Atlantic, and Southern; the Spanish borderlands, the Old Northwest; the westward movement; the Indian problem; mining, cattle, farming frontiers. Prerequisites: Hi 30 plus one American history course.

*3 semester hours*

### Hi 338 The Emergence of Urban-Industrial America, 1860-1900

A course oriented to understanding the massive changes in the economic, political, and social life of the United States, which occurred during the brief four-decade span that begins with the Civil War and concludes with American overseas expansion in the closing years of the 19th century. Of prime concern are the factors that produced the transformation of the American nation from an agrarian republic into an industrial-urban society. Prerequisites: Hi 30 plus one American history course.

*3 semester hours*

### Hi 339 Early 20th Century America, 1900-1933

A study of the sources and theories of reform attempted during the first third of the 20th century to revitalize political and economic democracy in the United States. The application of domestic reforms that produced continued changes in American social life and the emergence of the United States as a leader among the major world powers are considered under the following topics: the Progressive movement; New Nationalism vis-a-vis New Freedoms; Wilsonian idealism and American involvement in World War I; Republican resurgence of the 1920's and the Great Depression. Prerequisites: Hi 30 plus one American history course.

*3 semester hours*

### Hi 340 Mid-20th Century America, 1930-1960

In this course the nature and extent of the 1930's economic crisis and the New Deal that produced massive economic, political, and social change in the United States are examined in depth. Major attention is given to American abandonment of isolation and reassumption of leadership in the struggle against German and Japanese militarism, the unsuccessful attempt to establish world peace based on international collective security, the post-war Communist challenge that resulted in the Cold War and the American counter response of a containment policy based on the Truman doctrine, the Marshall Plan, the "Korean police action," N.A.T.O. and the Dulles-Eisenhower doctrines. In addition the major changes in American domestic life, viz. the Fair Deal, Modern Republicanism of the 1950's, and the Civil Rights movement, are studied. Prerequisites: Hi 30 plus one American history course.

*3 semester hours*

### Hi 341 Social History of the United States I

This course deals with the feelings, aspirations, and conduct of the American people from their first plantations on the shores of North America to the tragic Civil War. The principal themes are the transformation of Old World attitudes in a New World environment, and the growth of the American principle of equality and freedom. Prerequisites: Hi 30 plus one American history course.

*3 semester hours*

### Hi 342 Social History of the United States II

The second semester commences with the social problems of Reconstruction. It describes the changes in attitudes of the popular mind as the American people became more urban and industrial and examines the 20th century conflict between the Puritan past and the polyglot of people pouring into America. Prerequisites: Hi 30 plus one American history course.

*3 semester hours*

**Hi 343 American Constitution I**

Origins of the American constitutional tradition. Revolutionary ideas in action. Jeffersonian republicanism and federal judicial power. The nationalism of the Marshall court. The Taney court and the expansion of business enterprise. Slavery and sectionalism. The Civil War and the Constitution. Prerequisites: Hi 30 plus one American history course.

*3 semester hours*

**Hi 344 American Constitution II**

Reconstruction. The Waite-Fuller court and the industrial revolution. Imperialism and the Constitution. Governmental efforts to restore competition. The police power and the Progressive Era. The tradition of national supremacy. A new era in civil liberties. The New Deal and the old Supreme Court. Procedural safeguards and civil rights. The incorporation theory. Prerequisites: Hi 30 plus one American history course.

*3 semester hours*

**Hi 345 Changing Interpretations of the American Past**

Readings, lectures, and discussions dealing with the evolving historical literature on the American past with emphasis on selected and central problems of the American experience. Issues of historical interpretation that relate to contemporary social and political problems will be stressed. Among the topics examined in the historiographical perspective will be Puritanism, the American Revolution, slavery, and the strengths and weaknesses of the American reform tradition from the Jacksonian era to the present. A major purpose of this course is to acquaint students with some of the classics in the historical literature of the United States through analysis of and samplings from the writings of such historians as William Bradford, Francis Parkman, Turner, Parrington, Beard, and Samuel Eliot Morison. Prerequisites: Hi 30 plus one American history course.

*3 semester hours*

**Hi 371 The Russian Revolution, 1914-1970**

Russia in World War I; the March and November 1917 revolutions; War Communism; N.E.P., Stalin versus Trotsky, Five-Year Plans and Terror; World War II; post-war Stalinism; the Khrushchevian "thaw"; Brezhnev and "Detente." Cultural and institutional problems are the main focus of the course.

*3 semester hours*

**Hi 372 The Communist Orbit**

The course will concentrate on the internal developments within the Iron Curtain bloc and their relations with the Soviet Union since 1945. The clash between Marxist ideology and traditional values and institutions will be studied in relation to the Stalinist period, the Khrushchevian thaw, and the post-Khrushchev era. Readings from Marxist and non-Marxist authors. Prerequisites: Hi 30 plus one other European history.

*3 semester hours*

**Hi 373 China in Revolution**

Traces the major developments since the Chinese Revolution of 1911. A major theme is the struggle between the Nationalists and Communists in China. Special emphasis on the political, economic, and social changes under Communism since 1949. Topics include Communist diplomacy, the "Great Leap" forward, and the thoughts of Chairman Mao on the Great Proletarian Cultural Revolution. Juniors and seniors preferred.

*3 semester hours*

**Hi 374 Modern Southeast Asia**

A study of the formation of mainland Southeast Asian cultures (Burma, Thailand, Cambodia, Laos, and Vietnam) and an analysis of Chinese, Indian, and Western influences on their development. Emphasis will be placed on the process of modernization in emerging nation states. Juniors and seniors preferred.

*3 semester hours*

**Hi 395 History Internship at Fairfield Historical Society**

Selected majors will work a minimum of eight hours per week at the Fairfield Historical Society during the course of a semester. Each intern will write a research paper based on his or her work in the Society's collections and/or a paper at semester's end summarizing and evaluating the work experience and the knowledge gained therefrom. A student's work at the Society might include mounting and researching an exhibit; cataloging manuscripts, tools, costumes, prints, furniture, etc.; and organizing and conducting historical walking tours. Training in the required skills will be provided by the Society's staff and each student will meet at regular intervals with a member of the history faculty. Juniors and seniors by arrangement as available.

*3 semester hours*

**Hi 399 Independent Study**

Open to seniors only. A course designed to provide an opportunity for advanced students to develop critical reading skills and writing ability in a tutorial arrangement with a chosen professor. Normally, the course will result in a serious paper of publishable quality in student-centered journals (15-20 pages).

Students must apply to a professor under whose direction they wish to study during the normal registration time of the preceding semester. All independent study must have the concurrence of the Department chairperson. Students should apply to the chairperson first for a copy of the "Department Policy for Independent Study."

*3 semester hours*

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Program in

## International Studies

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Fairfield University offers a multi-disciplinary minor in International Studies with the objectives of providing students with an international perspective:

Making students sensitive to the global interdependence in which they will be living and working;

Informing students of the similarities and differences between the socio-political and economic environments of different countries; and

Furnishing students with a broad understanding of the social, cultural, political, and economic forces shaping the international environment.

The program offers courses from the College of Arts and Sciences, the School of Business, and the Graduate School of Corporate and Political Communication. These courses will complement the basic discipline in which students are majoring.

The minor in international studies is designed to prepare students for careers in multinational firms, financial institutions, and other service industries, trading organizations, and government.

The minor will be comprised of an 18 credit program of six courses drawn from a variety of disciplines to be completed in addition to the student's major requirements. The courses in International Studies are divided into two categories: Basic and Specialized. Students are expected to take at least three courses from the Basic category.

### Advisor for International Studies:

Dr. Edward M. Dew

### Courses Available for the International Studies Minor

The following courses are available for the minor in International Studies to qualified students with the required prerequisites:

#### I. Basic Courses

- Ec 230 Comparative Economic Systems
- Ec 235 Economic Development of Third World Nations
- Hi 251 American Diplomatic History III
- Po 12 Introduction to Comparative and International Politics
- Po 123 Modern Ideologies
- Po 147 International Relations
- Po 148 United States Foreign Policy
- So 181 Social Change in Developing Nations
- Co 415 International Communication
- In 350 Apex Seminar in International Studies

#### II. Specialized Courses

- Bu 160 International Business
- Mg 360 International Management
- Mk 360 International Marketing
- Ec 231 International Trade
- RS 182 Studies in Peace and Justice
- So 124 Demography
- Co 414 Intercultural Communication

### Italian

(See Modern Languages)

### Latin

(See Greek and Roman Studies)



Certificate Program (Minor) in

## Latin American and Caribbean Studies

**Director:** Panico (*Spanish*)

**Liaison Faculty:** Buss (*Economics*), Dew (*Politics*), Hill (*Spanish*), Hodgson (*Sociology*), Petry (*History*), Lakeland (*Religious Studies*), Tucker (*Spanish*)

The Latin American-Caribbean Studies Program was inaugurated as a direct response to global reality and international preoccupations and concerns. It allows students to concentrate their efforts in an area of increasingly explosive interest and importance: Latin America and the Caribbean. This course of study affords students the opportunity of obtaining a Certificate verifying a minor in Latin American and Caribbean Studies providing that the students have taken continuing Spanish (231-232) or its equivalent and a distribution of 15 credits in language, literature or culture, business, history, politics, religious studies, economics, sociology, and/or the interdisciplinary seminar. Courses selected must be outside the student's Major field of study.

The program sponsors lectures by ambassadors and other diplomatic personnel as well as discussions, round tables, and teach-ins with non-official representatives from various Latin American and Caribbean countries. Films, slides, photographic exhibits are an integral part of some classes and are included to give students a more comprehensive understanding of current events in this area of the world.

Requirements for a minor in Latin American and Caribbean Studies are:

6 credits in Spanish 231-232 or its equivalent.  
15 credits distributed among the following course offerings:

### Business

Bu 160 International Business

### Economics

Ec 235 Economic Development of Third World Nations

### History

Hi 284 Latin America I, The Colonies, 1492-1808  
Hi 285 Latin America II, Two Centuries of Revolution, 1808-1983  
Hi 286 The Spanish Caribbean: Cuba, Puerto Rico and the Dominican Republic from Columbus to Castro  
Hi 287 Mexico, 1519-1980s: Conquistadores to Revolutionaries

### Politics

Po 142 Latin American Politics  
Po 143 Caribbean Politics

### Religious Studies

RS 135 Political Theology

### Sociology

So 181 Social Change in Developing Nations  
So 182 Latin American Society

### Spanish

Sp 311 Survey of Spanish American Literature I  
Sp 312 Survey of Spanish American Literature II  
Sp 316 Spanish American Drama  
Sp 317 Indianismo  
Sp 318 Spanish American Essay  
Sp 319 Spanish American Short Prose Fiction  
Sp 320 The Dictator in Spanish American Literature  
Sp 345 The Spanish American Novel  
Sp 375 Twentieth Century Hispanic Thinkers  
Sp 381 Spanish Conversation  
Sp 392 Spanish American Civilization and Culture  
Sp 399 Puerto Rican Literature and Culture  
ML 375 Spanish American Literature in English Translation

### Interdisciplinary Seminar

In the spring semester of each year there is an interdisciplinary seminar on a significant area or problem of Latin America and the Caribbean. All the above disciplines and others that are relevant will be represented.

Spring 1985: Brazil

See departmental listings for course descriptions.

Department of

## Mathematics and Computer Science

**Professors:** Fine, Shaffer, Wong

**Associate Professors:** Baglivo, Bolger,  
Dennin, G. Lang (*Chair*), MacDonnell

**Assistant Professors:** Burry, Goeters, O'Neill,  
Scully

**Lecturers:** Cron, Levai, Money, Rowe,  
B. Simon, M. Simon, Turechek

For the student of arts, business, and the social sciences, the Department of Mathematics and Computer Science seeks to give training in basic and necessary skills to highlight the cultural and applied values of mathematics, to show the relationship between other branches of knowledge and mathematics.

### Major in Mathematics

Majors in mathematics have the option of concentrating in computer science. This program is described below. Those wishing a stronger mathematical background may opt for a mathematics major with a minor in computer applications. The computer applications program is described on pages 131 and 135.

**Minor in mathematics:** The minor in mathematics consists of second semester Calculus (including appropriate prerequisites) and three courses numbered over 200. The specific selection of courses must have prior approval of the Chair of the Department of Mathematics and Computer Science.

**Minor in mathematical analysis:** The minor in mathematical analysis consists of four semesters of Calculus and one upper division course in Analysis (e.g., Ma 321, 322, 323).

Students wishing to minor in mathematics or mathematical analysis must have their program approved by the Chair of the Department of Mathematics and Computer Science.

All mathematics majors will take a comprehensive examination in their senior year. A grade of Passed with Honors, Passed or Failed will be recorded on the transcript.

## Bachelor of Science

(Major in Mathematics)

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Mathematics (Ma 171-172)	4	4
English (En 11-12)	3	3
Computer Science (CS 30-31)	1	1
Foreign Language	3	3
Philosophy—Religious Studies	3	3
History (Hi 30 and one other below 100 introductory level course)	3	3
<b>Sophomore Year</b>		
Mathematics (four courses)	6	6
Physics (Ps 15-16)	4	4
English—Philosophy	3	3
Fine Arts—Religious Studies	3	3
<b>Junior Year</b>		
Mathematics (four courses)	6	6
Social Studies Electives	3	3
Philosophy—Elective	3	3
Electives	3	3
<b>Senior Year</b>		
Mathematics (four courses)	6	6
Fine Arts—Elective	3	3
Electives	6	6



**Bachelor of Science***(Major in Mathematics with a concentration in Computer Science)*

	<b>Semester Hours</b>	
	<i>Fall</i>	<i>Spring</i>
<b>Freshman Year</b>		
Mathematics (Ma 171-172)	4	4
English (En 11-12)	3	3
Foreign Language	3	3
Philosophy—		
Religious Studies	3	3
History (Hi 30 and one other below 100 level introductory course)	3	3
APL (CS 30-31)	1	1
<b>Sophomore Year</b>		
Mathematics (4 courses)	6	6
Computer Science (CS 131, 132)	3	3
English—Philosophy	3	3
Fine Arts—		
Religious Studies	3	3
<b>Junior Year</b>		
Mathematics (3 courses)	6	3
Computer Science (CS 321)		3
Physics (Ps 15-16)	4	4
Social Studies Electives	3	3
Philosophy or Religious Studies—Electives	3	3
<b>Senior Year</b>		
Computer Science (2 courses)	3	3
Numerical Analysis (CS/Ma 374)	3	
Mathematics (Theoretical Elective)		3
Fine Arts—Elective	3	3
Electives	6	6

**Mathematics for Non-Majors****Ma 9-10 Mathematics for Liberal Arts**

Major mathematical concepts are presented in an historical and cultural setting. Topics include geometry, set theory logic, differential, and integral calculus. The interplay between mathematics, philosophy, and the arts is explored in addition to the more traditional relationship between mathematics and the physical sciences. Mathematics is treated as an art for its aesthetic beauty as well as a science. The course is oriented to giving a mathematician's view of the subject rather than preparing a student for a specific application of mathematics. *6 semester hours*

**Ma 15 Finite Mathematics**

Sets and functions; analytic geometry; linear equations, linear models and applications; matrices, determinants, systems of linear inequalities, linear programming; probability. *3 semester hours*

**Ma 17 Introduction to Statistics**

An introduction to the theory and applications of statistics. Course includes descriptive statistics, probability theory, sampling, distribution functions, confidence intervals, hypothesis testing, and regression and correlation. Introduction to preprogrammed statistical packages in the computer. *3 semester hours*

**Ma 19 Introduction to Calculus**

Derivatives, minimum and maximum problems, applications to graphing, exponential and logarithm functions, growth and decay, antiderivatives, definite integrals, and areas. *3 semester hours*

**Ma 21 Calculus I: Biology and Psychology Majors**

Plane analytic geometry; foundations of the calculus; differentiation and integration of algebraic functions; applications. *3 semester hours*

**Ma 22 Calculus II: Biology and Psychology Majors**

Differentiation and integration of trigonometric, logarithmic, and exponential functions; techniques of integration; applications. *3 semester hours*

**Ma 25 Calculus I: Chemistry, Engineering, and Physics Majors**

The rate of change of a function; limits derivatives of algebraic functions, applications, integration, applications of the definite integral. *4 semester hours*

**Ma 26 Calculus II: Chemistry, Engineering, and Physics Majors**

Transcendental functions, hyperbolic functions, methods of integration, plane analytic geometry, polar coordinates, vectors and parametric equations. *4 semester hours*



### **Ma 211 Applied Matrix Theory**

Techniques and applications of linear algebra; solutions of linear equations, determinants, linear geometry, eigenvalues and eigenvectors, for students majoring in the sciences, economics and business. Not for mathematics majors. *3 semester hours*

### **Ma 225 Calculus III: Engineering and Physics Majors**

Linear algebra; vectors in  $n$ -space, vector functions and their derivatives, partial differentiation, multiple integrals. *3 semester hours*

### **Ma 226 Calculus IV: Engineering and Physics Majors**

Vector analysis, infinite series, complex numbers and functions. Differential equations. *3 semester hours*

### **Ma 321 Ordinary Differential Equations**

Solutions of first and second order differential equations by formal methods. Linear equations are studied in detail. Systems of equations. Series solutions. Applications to geometry and physics. *3 semester hours*

### **Ma 322 Partial Differential Equations**

Solution of first and second order linear differential equations by formal methods. Cauchy Problems. Fourier Series Solutions, Classical Theory of heat, wave and potential equations. *3 semester hours*

### **Ma 323 Special Functions of Mathematical Physics**

Orthogonality; Fourier Analysis; Bessel functions; Legendre, Hermite and Laguerre polynomials; Laplace and Fourier transforms; Calculus of Variations; Cauchy-Riemann equations; Conformal Mapping, Green's function. *3 semester hours*

## **Mathematics Majors**

Admission to upper division Mathematics Major courses requires the successful completion of Ma 171, 172, 271, 272, and 231 or permission of the Chair of the Department.

### **Ma 171 Analysis I: Introduction to Real Analysis**

Real numbers, plane analytic geometry and functions; limit, continuity, and the derivative of functions; differentiation of algebraic functions; applications: maximum, minimum and inflection points, curve sketching, and related rates. Polar coordinates; conic sections; translation and rotation of coordinate axes. *4 semester hours*

### **Ma 172 Analysis II: Introduction to Real Analysis**

Rolle's theorem, mean value theorem, and Cauchy's theorem; indeterminate forms; antidifferentiation; the definite integral, applications: area, volume, center of mass, work and pressure; logarithmic, exponential, trigonometric and hyperbolic functions; techniques of integration. *4 semester hours*

### **Ma 231 Discrete Mathematics**

Logic; sets; functions; equivalence relations and partitions; factor sets; mathematical induction; isomorphisms; countability. *3 semester hours*

### **Ma 271 Analysis III: Intermediate Real Analysis**

Solid analytical geometry, vector analysis in two and three dimensions; elementary differential geometry. Functions of several independent variables; techniques and theory of partial differentiation; multiple integration. *3 semester hours*

### **Ma 272 Analysis IV: Intermediate Real Analysis**

Multiple integration, Jacobians, transformations and mappings. Line and surface integrals, theorems of Green, Gauss, and Stokes. Solutions and elementary theory of ordinary differential equations and applications. *3 semester hours*

### **Ma 334 Abstract Algebra**

Group theory and the Sylow Theorems; rings and ideals, integral domains, fields; vector spaces; algebras. *3 semester hours*

### **Ma 335 Linear Algebra**

Linear spaces and subspaces; linear independence and dependence; bases and dimension; linear operators; matrix theory; determinants and systems of linear equations; canonical forms; eigenvalues and eigenvectors; inner product spaces. *3 semester hours*

### **Ma 337 Number Theory**

A study of the integers including but not limited to the following topics: primes and their distribution, divisibility and congruences, Quadratic Reciprocity, special numerical functions such as Euler's  $\phi$ -function, Diophantine equations. The influence number theory has had on the development of algebra and the interplay between the two will be considered. *3 semester hours*

### **Ma 341 Linear Programming and Operations Research**

Convex sets, extreme points, theoretical basis of the simplex method for linear programming, the simplex computational procedure, duality theory, sensitivity analysis. The transportation problem and network applications as time permits. *3 semester hours*

**Ma 351 Probability Theory**

Counting techniques, axiomatic probability theory. Discrete and continuous sample spaces. Random variables, distribution functions, probability density and mass functions. Normal, binomial, Poisson distributions. Limit laws. *3 semester hours*

**Ma 352 Probability and Statistics II**

Joint distribution and continuous distributions. Statistical application of probability. Theory of sampling. Variances of sums and averages. Estimation and hypothesis testing. Least squares, curve-fitting, and regression. *3 semester hours*

**Ma 371 Analysis V: Advanced Real Analysis**

The theory of convergence, sequences, and series of constants; theorems of Bolzano-Weierstrass and Heine-Borel in Euclidean  $n$ -space. Sequences and series of functions. Uniform convergence, Power series, series solutions of differential equations. *3 semester hours*

**Ma 372 Introduction to Measure and Integration**

Discontinuous functions on  $\mathbb{R}^1$ , uniform continuity, sets of measure zero, the definition of, existence of and properties of the Riemann integral, measurable sets, measurable functions, the Lebesgue integral, definition and properties. *3 semester hours*

**Ma 373 Complex Variables**

Algebra of complex numbers, analytic functions, integration in the complex plane, Cauchy's theorem and integral formula, conformal mapping, residue theory, applications. *3 semester hours*

**Ma 374 Numerical Analysis**

Numerical solutions of non-linear equations and systems of linear equations are obtained on a computer. Numerical differentiation and integration. Error and stability analysis. Proficiency in a computer language required. *3 semester hours*

**Ma 375 Differential Equations and Dynamical Systems**

Theory of ordinary differential equations, transforms, series solutions, systems of equations with classical and modern applications. *3 semester hours*

**Ma 381 Geometry-Euclidean and Non-Euclidean**

Sophisticated review of Euclidean geometry; the history of Euclid's fifth axiom on parallel lines; the non-Euclidean geometry of Lobachevsky; Poincaré's models of Lobachevskian geometry; influence of non-Euclidean geometry on mathematics, logic, physics, and philosophy. *3 semester hours*



### Ma 383 Modern Geometry

Foundation for plane geometries. Theorems of Menelaus, Ceva, Desargues, Pascal, Brianchon, Feuerbach. Inversion and reciprocation transformations. Projective, Riemannian and Lobachevskian geometries. Poincaré model. *3 semester hours*

### Ma 385 Point Set Topology

Topological spaces, continuous functions; product, metric, quotient spaces; countability and separation axioms; existence and extension of continuous functions; compactification; metrization theorems, complete metric spaces. *3 semester hours*

### Ma 390-391 Honors Seminar

Participation by invitation only and open to those junior and senior mathematics majors with demonstrated ability who have been recommended by the mathematics faculty. The purpose of this seminar is to provide the talented student with an opportunity to obtain experience in doing individualized study and research in current mathematical journals, under faculty direction. Participants are expected to present several reports on their findings before a group of peers. The subject matter content of the seminar varies from year to year. *3 semester hours*

## Major in Computer Science

The major in Computer Science has the following goals:

1. To give the broad-based scientific and theoretical training needed as a foundation for a rewarding and successful career in Computer Science. This includes fundamental conceptual material which transcends current technology and extensive exposure to the best of current practice;
2. To foster the discipline and orderly thinking which is used by computer scientists to reach insightful and logical understandings;
3. To develop the verbal and writing skills needed to exchange ideas with colleagues, specialists in other fields, and the general public, and
4. To acquaint the student with the social and ethical implications of computer technology.

The major program, located in the Department of Mathematics and Computer Science, is open to students entering as Freshmen in the Fall of 1984.

This is a limited enrollment program. Transfer students, students admitted as undeclared, or students wishing to change their major may be accepted into this program on a competitive basis as spaces are available.

The Department also offers a major in Mathematics with a Concentration in Computer Science. For a description of this program, see Mathematics, page 92. Programs in Information Systems and Computer Applications are available through the School of Business.

## Bachelor of Science

(Major in Computer Science)

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Computer Science (CS 131-132)	3	3
Mathematics (Ma 171-172)	4	4
English (En 11-12)	3	3
Philosophy — Religious Studies	3	3
Foreign Language	3	3
<b>Sophomore Year</b>		
Computer Science (CS 221-232)	3	3
Mathematics (Ma 231-335)	3	3
English — Philosophy	3	3
Fine Arts — Religious Studies	3	3
History	3	3
<b>Junior Year</b>		
Computer Science (CS 331-342)	3	3
Computer Science (elective)		3
Mathematics (Ma 374)	3	
Science	3	3
Social Studies Elective	3	3
Electives	3	3
<b>Senior Year</b>		
Computer Science (electives)	6	6
Fine Arts	3	
Philosophy or Religious Studies		3
Electives	6	6



**CS 15 Introduction to Computer Science**

Components of a computer system; problem solving through stepwise refinement in the context of a structured programming language; use of existing micro-computer tools including word processing, integrated spreadsheets, file and database systems, and other packages for managing information for both academic and career usages; technical information needed for the informed analysis of the philosophical, cultural, and ethical questions arising from this advancing field.

*3 semester hours*

**CS 30-31 APL for Mathematics I-II**

An introduction to computing and the APL language with a special emphasis on vectors, matrices, and applications to problems presented by the calculus.

*1 semester hour*

**CS 131 Computing Programming I**

Overview of computer organization and hardware. An introduction to the science and theory of programming: top-down structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, maintenance. Programming applications in a high-level language (currently Pascal) including I/O, selection, repetition, arrays, functions, procedures. Ethical and social issues in computing. Emphasis on communication skills in documentation and design of user interface.

*3 semester hours*

**CS 132 Computer Programming II**

A continuation of Computer Programming I. Additional topics in the science and theory of programming: modular design, recursion, program verification, robustness, portability. Programming applications in a high-level language (currently Pascal) including records, sets, files, pointers. Introduction to data structures including stacks, linked lists, searching, and sorting. Ethical and social issues in computing. Continued emphasis on communication skills.

*3 semester hours*

**CS 221 Computer Organization and Assembler**

Introduction to hardware organization of computers through assembler languages. General principles of assembly language: data representations and conversion, addressing, procedures, macros, file I/O. General hardware organization concepts including registers, fetch-execute cycle, timing. A specific computer organization and assembly language will be taught. Others will be surveyed and contrasted. Prerequisite: CS 132.

*3 semester hours*

**CS 232 Data Structures**

A study of data structures and their related algorithms. The data structures include stacks, lists, linked lists, trees, garbage collection, reachability, minimal path. Prerequisites: CS 132 and Ma 231.

*3 semester hours*

Over the next several years, the following courses will be introduced:

- CS 301 Computer Graphics
- CS 322 Computer Architecture
- CS 331 Operating Systems I
- CS 332 Operating Systems II
- CS 342 Theory of Computation
- CS 343 Analysis of Algorithms
- CS 351 Data Base Management System Design
- CS 352 Software Design
- CS 353 Compiler Theory
- CS 354 Theory of Programming Languages
- CS 355 Artificial Intelligence
- CS 356 Science of Programming
- CS 390 Computer Science Seminar
- CS 391 Computer Science Seminar

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Department of

## Modern Languages

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**Professors:** Bukvic, Fedorchek (*Chair*),  
Leeber, Panico

**Assistant Professors:** Hill, J. Kolakowski,  
Stabile, Tucker, Webster

**Lecturers:** Y. Eliasoph, M. Kolakowski

The study of modern foreign languages, as well as their cultures and literatures in the original, is an intellectual experience that offers the student another point of view on life. Knowledge of a language other than English is freedom from the restraints of seeing but one reality, and the new perspectives that are gained from understanding the expression of another people are the essence of a liberal arts education.

The Department of Modern Languages stresses proficiency in all language skills in order to prepare students for careers in business, communication, education, government, health sciences, social work, and related professions.

Majors will elect a minimum of 24 upper-division credits, i.e., eight, three-credit courses at the 300 level. These courses will include: four courses in literature, one in composition, one in conversation, and one in culture, which can be waived in favor of summer study abroad or Junior Year Abroad (both of which the Department encourages); the eighth course may be selected from any of the above areas. The study of a second or third language is encouraged. All majors are urged to work closely, as soon as possible, with an advisor of their choice to plan a program.

A minor in Modern Languages is 15 credits beyond 221, at the selection of the student and in consultation with a departmental advisor.

Core requirements may be fulfilled by completing successfully two semesters of French, German, Italian, or Spanish at the 221-222 level; or French, German, and Spanish at the 231-232 level or beyond. If the 11-12 level is selected (i.e., the student begins a language at Fairfield University), then 221-222 must also be taken to fulfill the language requirement.

The 300 level courses are conducted in the language and students are encouraged to consult with a member of the department when selecting them.

In addition to its own programs, the Department of Modern Languages participates in the minor in International Studies and the minor in Latin American and Caribbean Studies. (Both programs are listed separately in this catalogue.)

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## French

### Fr 11-12 Basic French

The purpose of this course is to teach the students not only to read French but also to pronounce correctly, to understand, to speak, and to write simple French. Three classes and one laboratory period per week per semester. *6 semester hours*

### Fr 221-222 Intermediate French

In this course the principles of pronunciation and grammar are reviewed as needed for composition work and conversation both in the classroom and in the language laboratory. Literary selections are read not only for their aesthetic value but also because they reflect and illustrate characteristic traits of the French people and their typical culture. Three classes and one laboratory period per week for two semesters. *6 semester hours*

### Fr 231-232 Continuing French

Development of oral comprehension, writing, and conversational ability beyond the level of Intermediate French. Both basic French grammar and more sophisticated grammatical principles are reviewed. Classes consist of 1) conversational development through structured question and answer sessions on current topics; 2) advancement to more unstructured conversations; 3) discussion of grammar principles both formally and as appropriate. *6 semester hours.*

### Fr 301 Survey of French Literature

This course presents a general view of French literature from its origins through the 17th century. Emphasis is placed upon the more important writers and the major literary periods. *3 semester hours*

### Fr 331 17th Century Classical Theatre

This course is devoted to an examination of the plays of Corneille, Moliere, and Racine. Stress is placed on both the revelation of seventeenth century classical principles and the modern relevance of the plays. *3 semester hours*

**Fr 338 18th Century Literature**

Readings and discussion of works by Voltaire, Marivaux, Diderot, Rousseau, Beaumarchais, and others. Frequent papers required; emphasis on class discussion and student participation. *3 semester hours*

**Fr 341 Poetry and Drama of the 19th Century**

The emphasis will be heavily on the poetry of the nineteenth century, from Romanticism through Symbolism and including Baudelaire and the Parnassian poets. Study of the development of Romantic poetry and how it influenced Symbolism; examination of how the poetry has influenced modern literature. *3 semester hours*

**Fr 342 Novel of the 19th Century**

This course treats the important novelists of the 19th century: Balzac, Stendhal, Flaubert, Zola, and others. Frequent critical papers required. *3 semester hours*

**Fr 352 The Modern French Novel**

Reading and discussion of important modern novelists: Proust, Gide, Mauriac, Bernanos, Giono, and others. The film version of each novel will be screened and will serve as the basis of class discussion. Short critical papers required. *3 semester hours*

**Fr 353 Existentialist Literature**

This course will deal with the works of Malraux, Sartre, Camus, Simone de Beauvoir, and others. It will treat the existentialist view of man and the world as it emerges from novels, plays, and essays. Frequent reports plus critical papers required. *3 semester hours*

**Fr 355 The Modern French Theatre**

An examination of the major dramatists of the century: Claudel, Giraudoux, Anouilh, Montherlant, Sartre, Beckett, Ionesco, etc. Consideration of younger playwrights (Arabal, Vian, and others). *3 semester hours*

**Fr 356 20th Century French Literature on Film**

Reading and discussion of plays, short stories and novels by such authors as Gide, Cocteau, Mauriac, Giono, Sartre, Camus, and others. The film version of each work will be screened and will serve as the basis of class discussion. Frequent critical papers required. *3 semester hours*

**Fr 358 French Literature and Film**

This course examines the relation between literature and film. Readings from a wide variety of authors: Diderot, Balzac, Maupassant, Daudet, Gide, Cocteau, Robbe-Grillet, Duras, and others. The film version of each work is shown and serves as the basis for class discussion. Frequent oral and written reports. *3 semester hours*

**Fr 381 French Conversation and Phonetics**

The goal of this course is to develop and improve the student's conversational ability. This is accomplished through class discussion which involves a variety of current topics. Increasing of vocabulary is stressed; the phonetic alphabet is introduced for the improvement of pronunciation. *3 semester hours*

**Fr 382 Grammar and Composition**

This course is intended to assure proficiency in the written language through a review of grammar. Translation into French of English passages; compositions in French on current topics. *3 semester hours*

**Fr 385 Progress in Oral and Written French**

This course is designed to help students increase their ability to communicate in French in speaking and writing. Review of grammar and increasing vocabulary. *3 semester hours*

**Fr 387 French Commercial Culture**

In this course, the student studies commercial French and the cultural aspects of France directly or indirectly related to it. Emphasis is placed on commercial vocabulary and business correspondence. Students compose letters based on hypothetical business situations. Texts on the business culture of France are read. *3 semester hours*

**Fr 391-392 French Civilization and Culture**

An examination of France and the French people in a social and historical perspective. Discussion of a wide range of topics. Students present oral and written reports as an aid to the development of their language ability. *6 semester hours*

**Fr 396 La Press Contemporaine**

Reading and discussion of articles from representative French newspapers and periodicals. All aspects of modern French life are considered: politics, religion, education, the economy, the arts, etc. Frequent oral and written reports. Emphasis on student participation in class. *3 semester hours*

**Fr 397-398 Coordinating Seminar**

Readings and studies in a specialized area of French, under the direction of a staff member. Designed to fill the special needs of specific students; given at the discretion of the Department Chair. Hours by arrangement. *6 semester hours*



## German

### Gm 11-12 Basic German

The purpose of this course is to teach the students not only to read German but also to pronounce correctly, to understand, to speak, and to write German. Three classes and one laboratory period per week per semester. *6 semester hours*

### Gm 221-222 Intermediate German

In this course the principles of pronunciation and grammar are reviewed as needed for composition work and conversation both in the classroom and in the language laboratory. Literary selections are read not only for their aesthetic value but also because they reflect and illustrate characteristic traits of the German people and their typical culture. Three classes and one laboratory period per week for two semesters. *6 semester hours*

### Gm 231-232 Continuing German

The aim of this course is to introduce the student to the major works of literature. Emphasis will be placed on the literary and cultural significance of the texts. A primary goal will be to increase the students' reading ability through intensive analysis. Three classes each week for 2 semesters. *6 semester hours*

### Gm 301-302 Survey of German Literature

A study of the development of German literature from 800 to the present. Selected readings within the framework of the cultural historical development of German literature.

301. The Nibelungenlied, Parzival, the Minnesanger, Martin Luther, Baroque poetry, and Lessing.

302. Storm and Stress, Weimar, the Romantic movement, literary movements of the 19th and 20th centuries, and the readings in major works of contemporary literature. *6 semester hours*

### Gm 331 18th Century German Literature

The development of German literature from the "Sturm und Drang" movement, through the classic period of Goethe and Schiller, Henrich von Kleist, analysis of the Romantic literary theory (Eichendorff, Novalis, Hoffmann). *3 semester hours*

### Gm 361 19th Century German Literature

German prose and drama between 1830 and the turn of the century. Junges Deutschland, Biedermaier, Poetic Realism, and Naturalism. Selected works of Buchner, Stifter, Keller, Meyer, Hebbel, Fontane, and Hauptmann. *3 semester hours*

### Gm 371 20th Century German Literature

A critical study of the intellectual ferment and aesthetic reevaluation around the turn of the century concluding with the National Socialism. Readings and analysis of the most important writers of this time. Wedekind, Kaiser, Kafka, Rilke, Thomas Mann, Hofmannsthal, Musil, Broch, Brecht. *3 semester hours*

### Gm 373 German Literature after 1945

A critical survey of formal and thematic trends in contemporary German literature. Readings in representative works of Boll, Grass, Frisch, Durrenmatt, Hildesheimer, Walser, Seghers, Handke, etc. *3 semester hours*

### Gm 381 German Conversation

This course is intended to assure fluent and accurate use of the spoken language. Correct pronunciation reviewed and drilled through phonetic transcriptions and the imitation of recorded artists. Prerequisite: Gm 231-232 or its equivalent. Required for German majors. *3 semester hours*

### Gm 382 German Stylistics and Advanced Composition

This course is intended to assure proficiency in the written language. Model passages from the great writers studied, analyzed, and imitated with a view toward developing the student's own accurate and precise style. *3 semester hours*

### Gm 391-392 German Civilization and Culture

The main currents of German civilization are presented by means of lectures and student participation in written and oral reports. The geography, history, literature, and fine arts of Germany are scanned and studied as a basis for class discussions. *6 semester hours*

### Gm 397-398 Coordinating Seminar

Readings and studies in a specialized area of German, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement. *6 semester hours*

## Italian

### It 11-12 Basic Italian

The purpose of this course is to teach the students not only to read Italian but also to pronounce correctly, to understand, to speak, and to write simple Italian. Three classes and one laboratory period per week per semester. *6 semester hours*

**It 221-222 Intermediate Italian**

In this course the principles of pronunciation and grammar are reviewed. Meaningful materials are read for their value in illustrating characteristic traits of the Italian people and their culture. Oral work is systematically developed through classroom exercises supplemented by laboratory practice. Three classroom sessions and one laboratory period per week for two semesters. *6 semester hours*

**Spanish****Sp 11-12 Basic Spanish**

The purpose of this course is to teach the student not only to read Spanish but also to pronounce correctly, to understand, to speak, and to write Spanish. Three classes and one laboratory period per week per semester. *6 semester hours*

**Sp 221-222 Intermediate Spanish**

In this course the principles of pronunciation and grammar are reviewed as needed for composition work and conversation, both in the classroom and in the language laboratory. Three classes and one laboratory period per week for two semesters. *6 semester hours*

**Sp 231-232 Continuing Spanish**

Analysis of artistic and socio-political motifs through discussion of literary selections as well as Spanish language newspapers and periodicals. Films and filmstrips will serve as catalysts to discussion of contemporary issues. Review of particularly troublesome points of syntax. Three classes each week for two semesters. *6 semester hours*

**Sp 301-302 Survey of Spanish Literature**

This course presents a general view of Spanish literature from its origin to the present day. Emphasis is placed upon the more important writers and the major literary periods. *6 semester hours*

**Sp 305 Spanish for Dramatic Expression**

This course is intended primarily for non-Spanish majors who wish to refine their pronunciation, speaking, and reading skills through dramatic expression. Classroom activities during the first part of the semester include the reading and discussion of selected Spanish plays, as well as a study of the basic principles and terminology involved in the staging of a play in Spanish. The second half of the semester is devoted to rehearsal for the final project of the course: the presentation of one or more one-act plays in Spanish. (Not for major credit.) *3 semester hours*

**Sp 311-312 Survey of Spanish-American Literature**

Reading and critical analysis of the more important writers. Special emphasis on literary currents in Spanish America and their relationship to socio-historic and aesthetic reality. *6 semester hours*

**Sp 316 Spanish American Drama**

Critical analysis of selected Spanish American plays of the twentieth century. Special attention will be given to dramatic techniques and socio-philosophical implications of the works. *3 semester hours*

**Sp 317 Indianismo**

The Indian as principal theme and motif in diverse genres of Spanish American literature. *3 semester hours*

**Sp 318 Spanish-American Essay**

A study of the socio-political contents and aesthetic qualities of representative works from the Colonial to the Contemporary period. *3 semester hours*

**Sp 319 Spanish American Short Prose Fiction**

Reading and analysis of the most representative short story writers from Romanticism to the Contemporary period. *3 semester hours*

**Sp 320 The Dictator in Spanish American Literature**

Dictatorship has dominated as a fundamental form of political organization in the majority of Spanish-American countries. This course, through the study of selected essays, short stories, poems and novels, will examine the themes of dictatorship and the dictator as they are manifest in Spanish-American literature. *3 semester hours*

**Sp 321 Career-Oriented Spanish**

This course is intended primarily for non-Spanish majors who wish to continue their work in written and spoken Spanish to master a skill that would be an asset in numerous careers. Through papers and classroom discussion, emphasis is placed on acquiring vocabulary related to business, law, social work, etc. (Not for major credit.) *3 semester hours*

**Sp 333 Spanish Literature of Golden Age**

A study of the more important writers of the 16th and 17th centuries. Special emphasis will be placed upon Cervantes, Lope de Vega and Calderon de la Barca. *3 semester hours*

**Sp 343 19th Century Literature**

Study and analysis of representative works of the Romantic and Realist movements. The emphasis will be on theater and poetry or on novel, depending on students' needs. *3 semester hours*

**Sp 345 Masters of the Spanish American Novel**

A study of the most representative novelists from Romanticism to the Contemporary period.  
*3 semester hours*

**Sp 351 The Spanish Novel**

A study of the novel of Spain from the time of Cervantes to the present day. Special attention given to the more important novelists and their best works.  
*3 semester hours*

**Sp 373 Contemporary Spanish Literature**

A study of the most representative writers of the Generation of 98 as well as an analysis of selected writers of the present century.  
*3 semester hours*

**Sp 375 20th Century Hispanic Thinkers**

An in-depth study of representative works of major Hispanic writers of the twentieth century within the context of contemporary literature and philosophy. Special attention is given to the works of Unamuno, Ortega y Gasset, Borges, and Paz.  
*3 semester hours*

**Sp 381 Spanish Conversation**

The goal of this course is to develop and improve the student's conversational ability. This is accomplished through class discussion of a variety of contemporary topics. Opportunity is provided for practice in improvement in pronunciation, increasing vocabulary, and correct use of grammar.  
*3 semester hours*

**Sp 382 Spanish Composition**

The objective of this course is to improve the student's proficiency in the written language. It provides opportunity for practice in accurate use of vocabulary, grammar, and syntax.  
*3 semester hours*

**Sp 387 Practical Applied Linguistics**

A study of the difference between Spanish and English, and of the major difficulties in Spanish which confront the native English speaker. Although the course is broad in scope, the work ranges from the basics of pronunciation, lexicology, and comparative structure to rules of current usage. Particular attention will be given to such points of interference as the subjunctive, the verbal system, *ser* and *estar*, and others.  
*3 semester hours*

**Sp 391 Spanish Civilization and Culture**

The main currents of Spanish civilization are presented by means of lectures and student participation in written and oral reports. The geography, history, literature, and fine arts of Spain and Latin America are scanned and studied as a basis for class discussions.  
*3 semester hours*

**Sp 392 Spanish American Civilization**

This course presents a general view of Spanish-American civilization from Pre-Colombian times to the present. The culture, history, literature, and fine arts of Spanish-America are studied through selected readings, slides, and films.  
*3 semester hours*

**Sp 397-398 Coordinating Seminar**

Readings and studies in a specialized area of Spanish, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement.  
*6 semester hours*

**Sp 397.1 Seminar in Pre-Practice Teaching**

A course in special methods of teaching modern languages. Consisting of some lecturers who are master teachers, practice in writing lesson plans which make use of actual textbooks of the various high schools where the seniors will be practice-teaching. Also includes an intensive review of grammar combined with suggested aid involving creativity in the language classroom.  
*3 semester hours*

**Sp 399 Puerto Rican Literature and Culture**

Study and explanation of distinctive elements of the language of Puerto Rico. Discussion of the fusion of indigenous, Hispanic, and Anglo-Saxon influence as manifested in the island's culture. Reading, study, and critical analysis of the more important writers of the contemporary period.  
*3 semester hours*

**Modern Languages Electives**

**ML 370 Spanish Literature in English Translation**

An in-depth analysis of masterworks of Spain with emphasis on the Contemporary period. This course will attempt to provide an understanding of the socio-historical background, philosophical concepts and aesthetic preoccupations of the most important Spanish writers.  
*3 semester hours*

**ML 375 Spanish-American Literature in English Translation**

Through the in-depth study of important works of the Contemporary period, this course will attempt to provide an understanding of socio-historical conditions, psychological peculiarities, philosophical concepts, and aesthetic preoccupations of internationally renowned Spanish-American writers.  
*3 semester hours*

**Music**

(See Fine Arts)



Department of

## Philosophy

**Professors:** Grassi (*Chair*), M. Grossman,  
Long, L. Newton, Tong

**Associate Professors:** Dykeman, Johnston,  
Myers

**Assistant Professors:** Cardoni, Carr, Coleman

Philosophy is a quest for truth, for ultimate values. The objective of our program, then, is to develop in the student a philosophic habit of mind by which he or she seeks to discover these values. We feel that the quest and the values are interdependent; the mind feeds on value, but values do not submit themselves except through critical evaluation of one's experience. Although there is no one prescribed methodology by which this critical attitude is developed, the emphasis in our program is placed on a blend of the thematic and the historical. Only in the light of their evolution and cultural context can values be thoroughly understood.

Philosophy is delimited and defined today by three major schools: analytic philosophy, existentialism and phenomenology, and speculative or traditional philosophy. Each tradition is represented in Fairfield University's philosophy program. This variety of perspectives gives a broad outlook to the student. The rigor of the program develops confidence and skill within the student.

To further these aims, the Department publishes the *Fairfield Philosophy Journal*, each issue of which consists of student papers selected by a committee of the Department's faculty. In honor of the late Rev. J. Dennis Crowley, S.J., an award is presented annually for the best student essay. Also, the Department annually sponsors a series of lectures and regularly hosts both national and international philosophy society conferences.

### *The Core Program in Philosophy*

It is the judgment of the Department that the best introduction to philosophy for the undergraduate is a study of the three major periods of Western thought — namely, the classical, the medieval, and the modern. Reflected here, moreover, is a division that is more than chronological; the courses represent markedly different approaches to the philosophic enterprise, each of which demands detailed and careful treatment. An acquaintance with dominant themes of each of these periods is felt to be fundamental for advanced study in any field and for a liberal education in general. Such a program, finally, accords with the special identity of Fairfield University, its tradition and values.

Each student takes two semesters of philosophy. The first course is Ph 10 — Introduction to Philosophy; the second course is selected from one of the Modern Philosophy options numbered from Ph 50 to Ph 99.

If a student decides to take his or her third course in philosophy, any course numbered from 100 up may be selected.

### *Course Requirements for Philosophy Majors*

1. Two history of philosophy courses — ancient-medieval, modern-contemporary.
2. Two courses, each an intensive study of a major philosopher such as Plato, Aristotle, Augustine, Kant, Aquinas, Dewey, etc. In these courses, special emphasis will be placed on the use of primary sources.
3. A course considering the elements of traditional and modern logic.
4. Any other six courses.

## Modern Options

### Ph 10 Introduction to Philosophy: Ancient and Medieval

The aim of this course is to introduce the student to great philosophers of the classical and medieval periods, and through them to the discipline of philosophy in general.

3 semester hours

### Ph 50 Modern Philosophy

This course serves to introduce the student to the philosophy and methods of philosophers from the 17th century to the present through a study of the writings of such philosophers as Bacon, Descartes, Hume, Kant, Nietzsche, and James. The readings focus on issues in methodology, epistemology, metaphysics, and politics. The course attempts to synthesize the philosophical themes and topics of the other core courses and serves as the immediate introduction to contemporary philosophical problems.

3 semester hours

### Ph 51 Nature and Mind in Modern Philosophy

This course deals with the subject of nature and its relation to human knowledge and purposes, first through a detailed study of Francis Bacon's and Rene Descartes's philosophies, then through a series of selected readings from rationalist and empiricist philosophers from the 17th century to the present.

3 semester hours

### Ph 52 Nihilism, Condorcet, Nietzsche

This course examines two selected anti-Christian nihilisms in their respective modern revolts against the maximal differentiations of philosophy and Christianity.

3 semester hours

### Ph 53 Existentialism and its Modern Background

This course explores the basic themes and ideas of existentialism by relating them to their background in European culture and philosophy. Special attention will be given to the thoughts of Descartes, Pascal, Kant, Hegel, Kierkegaard, Nietzsche, Heidegger, and Sartre.

3 semester hours

### Ph 54 Philosophy and Literature in the Modern Period

A study of literary philosophers, e.g., Nietzsche, Santayana, Sartre, and of literary works that raise philosophical issues.

3 semester hours

### Ph 55 Philosophy of Science

A survey of the philosophic background against which contemporary discussions of philosophy of science must inevitably take place with emphasis on contemporary discussions of both natural and social science. Special attention will be given to the "contextuality" of scientific knowledge.

3 semester hours

### Ph 56 Ethical Theory

The course offers a general discussion of the nature of ethics or "moral philosophy" and a comparative study of the various schools of ethical theory. The course will consider such themes as freedom, conscience, the nature of the good and responsibility.

3 semester hours

### Ph 57 Descartes, Pascal, and Hume: Three Philosophical Enemies

This course considers why Descartes is called "The Father of Modern Philosophy," the grounds on which Pascal repudiates Descartes's philosophy, and Hume's simultaneous hostility and indebtedness to Descartes.

3 semester hours

### Ph 59 Experience, Knowledge, Value

An introductory inquiry into experience, knowledge, and value as differentiated modes of consciousness in the concrete human being's participation in the order of reality and in the ground of being.

3 semester hours

### Ph 61 Revolution and Reaction in the 17th Century

An examination of two powerful modern thinkers, Bacon and Descartes, who both argue for scientific inquiry as the instrument of human salvation; and an examination of Pascal's warnings that a salvation so come by condemns people to illusion.

3 semester hours

## Electives

### Ph 103 Logic

This course is designed to provide a basic acquaintance with prevailing systems and methods of logic, notably traditional (Aristotelian) and modern (standard mathematical) logics.

3 semester hours

### Ph 106 20th Century Philosophy

This course presents a coherent picture of the main currents of contemporary philosophy in both the Western and the non-Western tradition: Phenomenology and Existentialism, Pragmatism and Analytic Philosophy, Marxism and Dialectic Materialism, and Philosophy of History and Culture.

3 semester hours

### Ph 107 Aesthetics

A study of aesthetic experience and an examination of concepts like imitation, expression, and psychic distance; a consideration of the relationships among the various arts, and an exploration of the role of art in life.

3 semester hours

**Ph 108 Early Medieval Philosophy**

This course is designed as a general introduction to medieval philosophy and includes a general survey of the period. Readings are taken from Christian writers up to and including the 13th century. The course aims at showing the origin and development of themes characteristic of medieval Christian philosophy.

3 semester hours

**Ph 109 Augustine, Aquinas**

This course will examine and contrast the philosophical systems of these two preeminent Christian thinkers, the one representing the Platonic tradition, the other the Aristotelian.

3 semester hours

**Ph 109.1 Augustine, Aquinas, and Maritain**

Although from three very different historical epochs each of these philosophers had similar insights regarding the notion of what constitutes a "human person." Man, by his very nature, is both an individual and a social being and it is this theme that bridges the three philosophers. We will examine the role of the person and man's relationship to the state as it appears in some of the major works of each author in the hopes of ultimately arriving at a generic theory of Man.

3 semester hours

**Ph 110 Reason and Revelation in the Middle Ages**

The course investigates the relationship of philosophy and theology, reason and faith, as it existed in the writing of Augustine, Boethius, Averroes, and Aquinas.

3 semester hours

**Ph 111 The Epistemology of the Middle Ages**

This course will examine the doctrines of how and what we really know. We will study the work of several important thinkers in the Middle Ages to include St. Augustine and St. Thomas Aquinas.

3 semester hours

**Ph 112 Political Philosophy: Christian Era**

This course will consider the evolution of political philosophy from the Christian Empire to the Renaissance. It will take as its focus the changing views of the *polis* from Augustine, through Thomas Aquinas and Marsilius of Padua to Machiavelli and Thomas More.

3 semester hours

**Ph 113 Neoplatonism**

This course will examine the rich and influential Platonic tradition from Plotinus, Augustine, and Boethius, through its medieval representatives, to the re-establishment of the Academy in the Renaissance.

3 semester hours

**Ph 114 The Problem of God in Medieval Philosophy**

This course will study the problem of the existence of God, including the metaphysical and epistemological issues entailed therein, as developed by such thinkers as Augustine, Anselm, Aquinas, Ockham, and Eckhart.

3 semester hours

**Ph 115 Metaphysics**

This course concerns itself with being as being and our knowledge of being; its aim is to develop in the student's mind an operative habit of viewing reality in its ultimate context.

3 semester hours

**Ph 117 Aspectus-Affectus: Intellectualism and Mysticism in the Middle Ages**

This course will study and compare the two sometimes conflicting, sometimes complementary philosophical attitudes of the Middle Ages: the one stressing the ability of the reason to know, even something of the divine; the other abandoning the reason for the "one thing necessary." Among the philosophers to be read are Anselm, Richard of St. Victor, Aquinas, Bonaventure, and Eckhart.

3 semester hours

**Ph 118 History of Medieval Philosophy**

This course offers a review of the development of philosophy in the Latin West, including the Arab and Jewish traditions, from Augustine to Francis Suarez. The most significant thinkers of this period will be examined textually.

3 semester hours

**Ph 119 Aquinas**

A critical study of selected works from the two great *Summae* of Thomas Aquinas, with an emphasis on those themes that reflect his enduring contributions to the enterprise of philosophy.

3 semester hours

**Ph 120 Francis Bacon**

A study of Francis Bacon's philosophy — a philosophy concerned in the main with nature and with the natural sciences as the chief human means of coming to grips with nature — and an inquiry as to how far modern science has progressed in putting Bacon's philosophy into operation.

3 semester hours

**Ph 121 The Moral Philosophy of Abelard and Aquinas**

This course will focus on the ethical theory of Peter Abelard, which stresses the individual moral agent, his personal guilt and responsibility, and the Christian naturalism of Thomas Aquinas, whose keystone is the virtue of prudence. The texts to be examined are the *Scito Te Ipsum* and the third book of the *Summa contra Gentiles*.

3 semester hours



**Ph 130 Sartre and Heidegger**

A critical examination of Sartre's "Being and Nothingness" and Heidegger's "Sein and Zeit." Such existential notions as "freedom, bad faith, nothingness, facticity, etc." will be examined. *3 semester hours*

**Ph 132 Nietzsche and Kierkegaard**

This course concentrates on the major writings and central insights of the two thinkers. It attempts, also, to determine and evaluate their contributions to the development of contemporary Existentialism and to current radical thinking about God and morality. *3 semester hours*

**Ph 133 Introduction to Oriental Philosophy**

A coherently developed account of the salient features of the two philosophical traditions of China and India as contrasted with each other and with the Western tradition. *3 semester hours*

**Ph 136 Plato**

This course will be concerned with central ontological and epistemological themes in selected early, middle, and late Platonic dialogues. Particular attention will be given to Plato's inclination to identify virtue with knowledge. *3 semester hours*

**Ph 137 Aristotle**

An introduction to Aristotle through a selection of his works. An exploration of their relation to other works, their place in the scheme of the sciences, and a thorough investigation of their subject matter. *3 semester hours*

**Ph 147 Scepticism**

An examination of the major writings on Scepticism from Sextus Empiricus to the present day. *3 semester hours*

**Ph 164 Philosophical Theories of Pleasure and Pain**

The goal of this course is to acquaint the student with the great variety of philosophical attempts to make definitive statements about the roles of pleasure and pain in human experience. Readings will be drawn from the works of philosophical authors both ancient and modern, and as well from the works of certain modern short story writers. *3 semester hours*

**Ph 182 Bioethics**

A study of ethical issues as they relate to clinical relationships, systematic human experimentation, and the development of biomedical technology. *3 semester hours*

**Ph 184 Medical Ethics**

This course will involve a study of major philosophical and religious theories as they refer to medical-moral problems. *3 semester hours*

**Ph 185 Philosophy of Literature**

An examination of the philosophy "of" literature (the general nature of poetry and prose) and philosophy "in" literature (specific works that harbor philosophical ideas). *3 semester hours*

**Ph 187 Philosophy of Religion**

An inquiry into the nature of religion in general from the philosophical point of view, i.e., an inquiry employing the tools of critical analysis and evaluation without a predisposition to defend or reject the claims of any particular religion. *3 semester hours*

**Ph 188 Social and Political Philosophy**

An analysis of the writings of leading social and political thinkers, with special consideration of the movements of protest and dissent. *3 semester hours*

**Ph 189 Philosophy of Law**

An examination of the major questions of legal philosophy, the nature of legal rights and legal duties, the definition of law, and the grounds of legal authority. *3 semester hours*

**Ph 194 American Philosophy**

The origin and development of the American philosophical tradition and its culmination in Pragmatism. The relation of philosophical ideas in America to literature, religion, and politics. Major emphasis is given to the writings of Jonathan Edwards, Ralph Waldo Emerson, Charles Sanders Peirce, William James, and John Dewey. *3 semester hours*

**Ph 195 19th Century Philosophy**

This course is a study of the representative philosophers of the 19th century — notably Kant, Fichte, Schelling, Hegel, Schleiermacher, Schopenhauer, Nietzsche, Kierkegaard, and Marx. *3 semester hours*

**Ph 198 Senior Essay**

Philosophy major seniors may opt for a senior essay rather than take a particular three credit course.

*3 semester hours*

**Ph 397 Social and Business Ethics**

An examination and analysis of the moral relations resulting from man's social nature. A study of problems in business ethics: relation between employee and company, advertising, pricing, competition, unions, ecology/energy, relation between business and the social order.

*3 semester hours*

**Id 85 Ethics and Health Care**

This course examines some of the major philosophical and religious theories of morality as they pertain to the rights and duties of patients, nurses, and doctors. Particular attention is given to the moral questions concerning abortion, death and dying, and the care for seriously handicapped infants. Case studies will be used to see how moral principles are applied by persons who are patients and by nurses and doctors in the practice of medicine and nursing.

*3 semester hours*

**Id 95 Ethics in Law and Society**

This course will deal with the following topics: the nature of law and the legal; justice in society; human rights; civil disobedience; the enforcement of morals; the power of law to bring about social change; roles of legislation and adjudication.

*3 semester hours*

**Id 96 Ethics in Government**

This course will deal with the following topics: moral foundations of democracy, legitimacy, moral and otherwise; government secrecy and lying; forms of corruption; foundations of justice and discrimination; the ideal society.

*3 semester hours*

**Id 197-198 Seminar in Bioethics**

A consideration of selected problems in the ethics of health care and biomedical research in a seminar format. Enrollment by permission of instructor.

*6 semester hours*

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**Department of****Physics**

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**Professors:** Hadjimichael, McElaney, Zabinski

**Associate Professors:** Bhaskar, V. Newton  
(Chair)

**Assistant Professor:** Winchester

The science of physics is concerned principally with matter and energy, the nature of each, and their interactions. It is the fundamental science for most branches of engineering and technology and has innumerable applications in medicine, industry, and everyday life. The objectives of the Department of Physics are: 1) to impart knowledge of the general principles of physical science and to show applications to human problems; 2) to train the student in logical and accurate methods of observation, measurement, and analysis; 3) to provide adequate training in the fundamentals of physics as a basis for medicine, engineering, and other courses of study; 4) to encourage those students with exceptional aptitude to pursue graduate work in physics.

Beside the standard program in Physics, a program in Communication Physics is being developed which focuses on areas of laser technology, digital electronics, electro-optics, and microprocessors.

The program offered by the Department of Physics will be adjusted to accommodate students interested in pursuing careers in medicine, education, law, and other professional interests.

There is a laboratory in the appropriate matter of each of the four years carrying 1 semester hour of credit each semester.

In addition to a major, a minor in physics is available following consultation with the Chair.

**Bachelor of Science***(Major in Physics)*

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Physics (Ps 15-16)	4	4
Physics Laboratory		
Mathematics (Ma 25-26)	4	4
English (En 11-12)	3	3
Philosophy—Religious Studies	3	3
Foreign Language	3	3
<b>Sophomore Year</b>		
Physics (four courses)	8	8
Mathematics (Ma 225-226)	3	3
English—Philosophy	3	3
Social Studies Electives	3	3
<b>Junior Year</b>		
Physics	4	4
Chemistry	4	4
Mathematics (Ma 321-322)	3	3
Religious Studies —		
Philosophy or Religious Studies	3	3
Elective	3	3
<b>Senior Year</b>		
Physics	8	8
History (Hi 30 and one other below 100 level introductory course)	3	3
Fine Arts—Elective	3	3
Electives	3	3

**Ps 15 General Physics I**

Mechanics and heat for students whose field of concentration will be physics, mathematics, or chemistry. An introductory course. Rigorous mathematical derivations are used freely. A study of velocity and acceleration, Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, elastic properties of solids, fluids at rest and in motion, properties of gases; measurement and transfer of heat, elementary thermodynamics.

*4 semester hours***Ps 16 General Physics II**

Electricity, light, and sound. A continuation of Ps 15. A study of magnetism and electricity, simple electric circuits, electrical instruments, generators and motors, characteristics of wave motion, light and illumination, reflection, refraction, interference, and polarization of light, color, and the spectrum; production and detection of sound waves.

*4 semester hours***Ps 20 Computers in Contemporary Society**

The course provides a general introduction to computers for the non-science major. Topics covered include computer programming (APL), history of computers, hardware and software, data processing, simulation and the social complications of computers.

*3 semester hours***Ps 71 Light and Color**

This course is intended for students who are not majoring in the physical sciences. The role of light in human culture, art, religion, and science; light rays, and light waves; optical phenomena in nature; simple optical instruments such as a camera; recording of optical images: photography, holography, and video tape; photographic darkroom procedures and techniques; sources of light and their spectra; lasers; polarization of light; color perception and laws of color combination.

*3 semester hours***Ps 73 Man and Technology**

Major concepts of modern information science are considered with emphasis on the man-technology interaction. These concepts include modeling and decision-making in such areas as energy, population, pollution, transportation, and computers

*3 semester hours***Ps 76 Physics of Sound and Music**

The physical principles in the production of sound are examined with emphasis on sound produced by musical instruments. This includes the nature of wave motion as produced by vibrating strings and organ pipes, as well as harmonic content, musical scales and intervals, and the mechanism of the hearing process. Applications are made to the construction and characteristics of musical instruments, and to the design of auditoriums and concert halls.

*3 semester hours***Ps 83 General Physics for the Life and Health Sciences I**

Mechanics, heat and thermodynamics, wave motion and sound. The fundamentals of each area are treated rigorously. A study of velocity and acceleration. Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, and elastic properties of solids; properties of gases, transfer of heat, and elementary thermodynamics. 3 lectures, 1 laboratory period.

*4 semester hours*



**Ps 84 General Physics for the Life and Health Sciences II**

A continuation of Ps 83. Light, electricity and magnetism — a study of the nature of light, reflection, refraction, diffraction, and polarization; electrostatics, DC circuits, magnetic forces, electromagnetic induction, AC circuits, electrical instruments, generators and motors. 3 lectures, 1 laboratory period.

*4 semester hours*

**Ps 85 Introduction to Astronomy I**

This course is intended primarily for the student who is not majoring in the physical sciences. In addition to the elements of modern astronomy, the course will discuss scientific methods and the philosophy of science. Topics to be discussed include: an historical introduction, celestial coordinates, telescopes, the sun, moon, planets, comets, and meteors.

*3 semester hours*

**Ps 86 Introduction to Astronomy II**

Continuation of Ps 85. Topics to be emphasized: stellar spectra, binary stars, galactic structure, star clusters, stellar populations, stellar evolution, and cosmological models.

*3 semester hours*

**Ps 87 Fundamentals of Astronomy**

This one-semester course introduces the student who is not majoring in science to the principal areas, traditional and contemporary, of astronomy. The traditional topics to be studied will be: an historical background to astronomy, telescopes, the sun, the moon, the major and minor planets, comets, and meteors. After these subjects have been discussed in detail, the areas appropriate to modern astronomy will be discussed. These topics will include: the composition and evolution of stars, star clusters, quasars, pulsars, black holes, and cosmological models.

*3 semester hours*

**Ps 91-92 History and the Cultural and Social Impact of Science**

The objectives of this course are (a) to trace the historical development of science and induce an appreciation of universal natural laws, (b) to investigate the scientific influence on the development of culture and society, (c) to take a critical view of the culture and social institutions of today and examine to what extent science is responsible for their ills or virtues, and (d) to determine if it is possible that a concerted action on the part of the scientific enterprise can truly improve the human condition. The first part of the course focuses on culture, the second on social institutions.

*6 semester hours*

**Ps 93 Energy and Environment**

The complex issues relating to the production of energy and its interaction with the environment are examined in the light of the historical factors which have influenced our use of energy and the contemporary problems which the limits of our resources have imposed. Alternatives to energy resources are studied, including nuclear fission, nuclear fusion, and solar energy, as well as other possible alternatives.

*3 semester hours*

**Ps 95 Meteorology**

The course introduces the science of meteorology to the student who has little formal training in physics and mathematics. It includes a study of the composition and structure of the earth's atmosphere; the scientific instruments which measure atmospheric changes; and the forces which produce winds and storms. Applications are made to weather forecasting, to the economic impact of weather, and to the modification of weather and climate.

*3 semester hours*

**Ps 201-202 Physics Laboratory**

Experiments in electricity, electronics, optics, and nuclear physics. Advanced students may qualify to work on projects such as instrumentation, interferometry, holography and communication technology, including laser-fiber optics communication system.

*1 semester hour*

**Ps 211 Electronics**

Electrical and electronic circuits, network analysis and equivalent network theorems, semiconductors, integrated circuits, operational amplifiers with applications to analog and digital circuits, comparators, amplifiers, waveform generators, power supplies, modulation and signal processing, impedance and phase statistics, random and thermal noise in electronics.

*3 semester hours*

**Ps 222 Modern Optics**

The nature and properties of light; geometrical optics: prisms, mirrors, lenses, optical instruments, optical fibers and waveguides; physical optics: interference, diffraction, polarization and spectra; coherence, lasers, optical information processing and filtering of images, quantum optics.

*3 semester hours*

**Ps 226 Theoretical Mechanics I**

Fundamental ideas of classical mechanics; elementary dynamics; gravitational forces and potentials; free and forced harmonic oscillations; central fields and the motions of planets and satellites.

*3 semester hours*

**Ps 241 Thermodynamics**

Temperature scales and thermodynamic systems; Carnot cycle; absolute temperature; entropy. The laws of thermodynamics; chemical, electric, and magnetic systems; kinetic theory of ideal gases; distribution of molecular velocities; the Maxwell-Boltzmann statistics; applications of the Boltzmann statistics; quantum statistics. *3 semester hours*

**Ps 271 Electricity and Magnetism I**

Electrostatics and the concepts of field, flux and potential, Gauss' Law and its applications, vector and scalar fields and vector operators, energy of charge systems, dipole fields, Laplace's equation, magnetic fields, and potentials. *3 semester hours*

**Ps 285 Atomic Physics**

Fundamentals of atomic and molecular structure; photoelectric effect; special relativity; black body radiation, Bohr Theory; optical spectra; Compton Effect and x-rays; introduction to quantum mechanics. *3 semester hours*

**Ps 286 Nuclear Physics**

Fundamentals of nuclear structure; alpha and gamma emission; beta decay; nuclear masses and spins; particle accelerators and detection devices; nuclear fission and fusion. *3 semester hours*

**Ps 326 Theoretical Mechanics II**

Rigid body dynamics; systems of particles; rotational motion; Hamilton's principle and Lagrange's equations; tensor algebra and initial tensors; small oscillations; normal modes. *3 semester hours*

**Ps 371 Electricity and Magnetism II**

Electric and magnetic fields in matter, solutions to Laplace's equation and the boundary value problem; multiple expansion of fields and potentials; Maxwell's equation and electromagnetic radiation; polarization; relativistic transformation of fields; electrical conduction in gases and plasmas. *3 semester hours*

**Ps 388 Quantum Mechanics**

This course is to introduce the student to the physical concepts and mathematical formulations of nonrelativistic quantum mechanics. Topics to be discussed will include: the Schrodinger wave equation, Fourier techniques and expectation values, operator formalism, angular momentum, central forces, matrix representations, and approximation methods. Prerequisites: classical mechanics, atomic physics, advanced calculus and differential equations. *4 semester hours*

**Ps 391-392 Physics Seminar**

Designed for those students who intend to do graduate work in physics, the seminar provides an opportunity for intensive investigation of selected topics at an advanced mathematical level. Participation in and credit for the seminar will be allowed only to those students selected by the faculty with the consent of the Dean.



Department of

**Politics****Professors:** Dew, Donnarumma**Associate Professors:** A. Katz, Orman (*Chair*)**Assistant Professors:** Cassidy, Greenberg

The Department of Politics has attempted to develop a balanced and diversified curriculum which covers the major subfields of the discipline. While very much aware of the perennial questions of government and society which puzzled political philosophers such as Aristotle and Plato, the Department is concerned that its students be well-versed in the affairs and contending theories of the contemporary world. It is also committed to the development of rigorous analytical skills, the arts of communication (both spoken and written), and experiential learning. Professors are closely involved with the emergent programs of ethics, peace and justice, and Latin American and Caribbean Studies. Thus, while it is designed to provide a broad liberal education, the Politics curriculum is also appropriate for a large number of career orientations, especially law, government, the media, teaching, and business.

A major in politics will constitute 30 credits: 6 at the lower division level and 24 at the upper division level. Each student must take two courses in each of the following fields in order to fulfill the requirements of the major: American government and politics, political theory, and comparative politics/international relations.

Minors in Politics are required to complete 18 credits, including the introductory courses and one course from each of the above mentioned subfields.

**Po 11 Introduction to American Politics**

An examination of the American political system and the American political culture; consideration of the major political institutions in relation to policy perspectives; an examination of the ability of the political system to deal with societal problems; proposals for reform of the political system will be analyzed.

*3 semester hours***Po 12 Introduction to Comparative and International Politics**

This course surveys the world's political geography, analyzing the relationship between cultural and socioeconomic conditions and political behavior. Types of government — and policy — are examined in the democratic and authoritarian worlds. The interrelationship of governments in world politics is explored by means of basic principles and contemporary issues.

*3 semester hours***Po 108 State Politics**

A study of state constitutions and powers; branches of the political edifice and the attendant bureaucracy including its dynamism. The problems of finances and budget are considered with some concern for the effect upon county and local government. Law enforcement and other selected problems and functions are included.

*3 semester hours***Po 111 Western Political Thought I**

Political theory from Plato to Locke. Plato, Aristotle, and the Epicureans. The Stoics and the law of nature. Early Christian political ideas; Ambrose, Augustine, and Gregory. The Roman Lawyers. Church and state in the feudal regime; Aquinas and Dante. The conciliar theory, Machiavelli, and the Reformers. English political theory in the 17th century: Hooker, Coke, and Hobbes.

*3 semester hours***Po 112 Western Political Thought II**

Political theory from Locke to the present. Locke and the "Glorious Revolution." French political thought and the Revolution: Montesquieu, Voltaire, and Rousseau. Hume and his destruction of the natural law; Burke and tradition; Hegel and his dialectic; liberalism; Mill and a modernized liberalism; Marx and dialectical materialism; modern communism, fascism, and socialism.

*3 semester hours*



### Po 118 American Political Thought

To be considered are the philosophical roots of American political thought and the influence of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil War-makers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. Challenges and reform of the American political system will also be treated within the scope of political science through an application of the concepts of human nature, idealism, constitutional power, and nationalism. *3 semester hours*

### Po 120 European Politics

An analysis of the political institutions and dynamics of Great Britain, France, West Germany, and Italy. The relationship between the political culture and the political system will be emphasized. Alternate methods of dealing with societal problems will be analyzed. *3 semester hours*

### Po 121 British Politics and Society

In a seminar format this course will use an interdisciplinary approach, political science, sociology, modern British drama, novels, to look at the structure and changing nature of British society and politics. Course will focus on the role of class, racial problems, declining economy, devolution and secessionist problems, as well as solutions offered to these problems by contemporary Labour and Conservative governments. *3 semester hours*

### Po 123 Modern Political Ideologies

An examination of the prevailing political belief systems in the modern world. Contemporary theories of democracy will be analyzed with special reference to the question of democracy's ability to deal with the problems of American society. Marxism will be explored in terms of the political and economic ideas of Marx and Engels as well as the modifications made in their system by Lenin and Mao Tse-tung. The basic concepts of fascism will be discussed and an analysis will be made of the meaning of totalitarianism. *3 semester hours*

### Po 131-132 Survey of English Legal and Constitutional Development

Origins and foundations of English jurisprudence and of English common laws as to nature and function through different historical eras; evolution of substantive and procedural laws in property, contract, criminal, civil, administrative, equity, statutory, and constitutional fields; organizations of a judicial system and its personnel. Taught alternate years. *6 semester hours*

### Po 141 Africa and the Middle East

Oil, Islam, and Israel constitute a volatile mix in the Middle East. So does the combination of tribal and urbanized Blacks, coloreds, Indians, and white supremacists in South Africa. In Black Africa, things are quieter but no more settled: tribal warfare, military coups, grating poverty, and dictatorial brutality spot the continent. This course will survey each of these three worlds of turmoil. *3 semester hours*

### Po 142 Latin American Politics

Building a strong political system seems an impossibility in a setting of economic underdevelopment and socio-cultural disunity. This course studies the democracies and tyrannies of the mainland countries of Latin America: Mexico, Central America, Venezuela and Colombia, Peru and Bolivia, Brazil, Argentina, and Chile. In particular it examines the revolutionary method of change and reviews the policy dilemmas of land reform, industrialization, and control of natural resources. United States foreign policy toward the area — both past and present — will be reviewed. *3 semester hours*

### Po 143 Caribbean Politics

Racism, colonialism, and poverty afflict the paradise islands of this region, producing dramatic revolutions, Black Power movements, and U.S. interference. Countries studied: Cuba, Puerto Rico, the Dominican Republic, Haiti, Jamaica, Trinidad, Guyana, and Surinam. *3 semester hours*

### Po 145 The Major Powers of Asia

An analysis of the institutions and dynamics of China, Japan, and India. The relationship between the political culture and the political system will be emphasized; the different paths towards modernization taken by each will be analyzed; foreign policies of each of the nations will be discussed. *3 semester hours*

### Po 147 International Relations

The experience of conflict and cooperation among the nations of the modern world is viewed in terms of the principles of *realpolitik*, morality, international law, and international organization. Special attention is given to the arms race and other contemporary issues. The class will simulate possible future conflicts. *3 semester hours*

### Po 148 United States Foreign Policy

Review of the Cold War from orthodox and revisionist perspectives. Vietnam. Discussion of various factors in the struggle to control foreign policy. Problems of nuclear strategy, trade, aid, espionage, etc. Major contemporary policies and commitments will be debated by class. *3 semester hours*

**Po 150 Urban Politics**

Structures and processes of urban politics will be examined. The major participants and policy areas of urban political processes will be considered. The evolution of urban areas will be set in historical perspective. Major contemporary problems will be discussed and alternative solutions will be analyzed.

*3 semester hours*

**Po 161 The American Presidency**

A study of the role of the President in the political system. The origins, qualifications and limitations of office will be considered as the President functions as chief executive, legislative leader, and link with the Courts. The obtaining of presidential powers, his roles as party leader and politician are also examined as a means of evaluating presidential achievement of domestic and foreign policy goals. Questions of reform are also reviewed.

*3 semester hours*

**Po 162 United States Congress**

A study of Congress within the context of the political system and an analysis of its constitutional powers; historical development; processes of recruitment; formal organization; committee system; social make-up; folkways; political leaders; constituency and interest group influences as well as consideration of its domestic and foreign policy outputs. Chances for reform and evolution will be considered.

*3 semester hours*

**Po 163 Supreme Court I**

An examination of the politics of the Supreme Court. The relationship between the Court and the remainder of the political system will be analyzed. Direct attention to the Court's treatment of government power including commerce clause, taxing power, and relations between the branches. The political consequences of Court decisions will be emphasized.

*3 semester hours*

**Po 164 Supreme Court II**

An examination of the individual and the Court. Direct attention paid to Supreme Court decisions regarding civil liberties, including freedoms of speech, press, religion, and assembly. Also an examination of the rights of accused persons and the 14th amendment equal protection. The political implications of these decisions will be emphasized as well as the political environment in which the Court functions.

*3 semester hours*

**Po 165 Political Parties, Interest Groups, and Public Opinion**

This course will examine various linkage models that describe representation of citizens by leaders. Moreover, the course will examine political parties, interest groups, and public opinion in terms of their contributions to popular control of American politics. What mechanisms do citizens have to gain compliance for their policy preferences? How responsive are decision makers in the American system to citizens' demands? These questions and others will be considered in the course.

*3 semester hours*

**Po 166 Private Power and Public Policy**

An examination of some of the major policy problems facing American society today: poverty, pollution, the medical care system, and the military-industrial complex. The causes of these problems will be discussed particularly in terms of the influence of private economic power and especially large corporations. Finally, an analysis will be made of the policies formulated by the federal government in response to these questions.

*3 semester hours*

**Po 195 Political Socialization**

An examination of the origins and developmental aspects of political beliefs, attitudes, and ideologies. The course will focus on both the theories and processes of political learning and how orientations acquired during the life cycle vary under different cultural conditions. Special emphasis will be given to assessing the influence of socializing agencies such as the family, schools, peers, and mass media on political learning and the effect of the socialization process on the stability of the political system.

*3 semester hours*

**Po 207 American Law and Social Responsibility**

A study of the foundations of modern jurisprudence, dealing with the theories and systems of law; the forms and methods of trials, and law in the modern world and societal response.

*3 semester hours*

**Po 214 The Business of War and Peace**

This course explores how political societies currently manage war and peace. It begins with a consideration of the questions: what causes war and under what circumstances is war justifiable? The course examines strategies for achieving adequate national defense including nuclear weapons and the moral, political, and economic questions that result. Much attention is given to the management of defense including the operation of military-industrial firms and the impact of military spending on the economy. The course then looks at alternatives to war including arms control, disarmament, and world order planning.

*3 semester hours*



**Po 216 Utopian Politics**

The attempt to discover a true relationship between authentic man and government, between personal fulfillment and political life. Students are encouraged to become aware of their own values and the wider social implications of these values. Accordingly, students design their own work and a substantial number of class meetings are spent in small group discussion. Lecturers, while given regularly, are less frequent than these discussions. The course begins with a critique of American values from a utopian perspective. Alternatives are then considered from the ideas of Rousseau, the Anarchists, the American counterculture, contemporary China, and Christian radicalism including pacifism.

3 semester hours

**Po 251 Urban Politics Seminar**

The seminar gives the student an opportunity to explore in depth areas directly or indirectly related to the governance of American cities and to the quality of life in urban areas. Topics to be examined change from year to year depending upon interest and importance. The prerequisite for the seminar is an introductory urban politics or urban sociology course. Taught alternate years.

3 semester hours

**Po 252 Democracy and Political Change**

This course looks at democracy, representation and political change. It deals with revolution, violence, and radical political changes in systems that purport to represent people democratically. It is a theoretical approach to democracy and representation.

3 semester hours

**Po 267 Current Topics in American Government**

This course examines selected topics in American politics like Watergate, Vietnam, current elections, minority politics, women's movement, or other relevant topics depending on the research interests of the instructor. Students may take only one current topics course.

3 semester hours

**Po 321 British Politics and Society**

In a seminar format this course will use an interdisciplinary approach, political science, sociology, modern British drama, novels, to look at the structure and changing nature of British society and politics. Course will focus on the role of class, racial problems, declining economy, devolution, and secessionist problems, as well as solutions offered to these problems by contemporary Labour and Conservative governments.

3 semester hours

**Po 331-332 Survey of English Legal and Constitutional Development**

Origins and foundations of English jurisprudence and of English common laws as to nature and function through different historical eras; evolution of substantive and procedural laws in property, contract, criminal, civil, administrative, equity, statutory, and constitutional fields; organizations of a judicial system and its personnel. Taught alternate years.

6 semester hours

**Po 346 Seminar on China**

An examination of the major problems of contemporary Chinese society with a particular emphasis on political socialization and the Chinese political culture and the role(s) of such groups as students, peasants, women, etc. The seminar will attempt to focus on these problems though an analysis of political philosophy, short stories, novels, plays, and biographies, both by Chinese writers and Western scholars and observers.

3 semester hours

**Po 349 Seminar on Russia**

Survey of Russian political, economic, and social developments under communism. Special attention will be given to the writings (fiction and non-fiction) of the Russian dissidents. Russian foreign policy will be examined.

3 semester hours

**Po 355 Public Administration**

The course will focus on the role of the bureaucracy within the political process. The problems of efficiency and accountability will be examined. The classic models of bureaucratic organization and function will be studied in juxtaposition to the reality of bureaucratic operation. Proposed reforms will be analyzed in order to determine the viability of change.

3 semester hours

**Po 368 Politics and Mass Popular Culture**

This course will survey the political aspects of American popular culture by examining the relationships between sports and politics, the politics of rock music, and political humor and political satire of American politics. Mass popular culture often serves as regime-maintaining diversions. What values and political positions do organized sports in the U.S. convey? What is the political impact of American popular music? How have citizens used political humor and satire of American politics to develop an outlook toward government? These questions and others will be explored in the course.

3 semester hours



**Po 369 American Campaign Techniques**

This course examines American campaign techniques in the electoral process. The importance of organization, money, and media usage is stressed. Through various case studies the student is shown how one manages, organizes, and conducts local, state and national political campaigns. *3 semester hours*

**Po 396 Ethics, Corruption, and Politics**

This course is designed as a survey of ethical issues in politics that arise in the conduct of public affairs. It will introduce the students to complex ethical problems, mostly drawn from the American political system, in an effort to help the student clarify his or her own political values and ethical thinking. Moreover, the course will provide an introduction to the study of corruption within the American political system. *3 semester hours*

**Po 397 Washington Semester: Selected Topics****Po 398 Senior Independent Research**

Seniors may do independent work in one of three areas: (1) library research on a selected topic; (2) field research; or (3) directed reading on a selected topic. Each student involved in such a course will work under the direction of one of the members of the department. Taught both fall and spring semesters. *3 semester hours*

**Po 399 Political Internship**

Selected seniors will work in state or local government agencies or with public interest organizations for two full days each week for a semester. The purpose of such hands-on field work is to provide students with first-hand knowledge of governmental problems and an opportunity to apply what they've learned. A journal and/or research paper is normally required.

## Department of

**Psychology**

**Professors:** Boitano, Braginsky, Gardner (Chair), McGrath, Salafia (Elizabeth DeCamp McInerny Professor in the Health Sciences)

**Associate Professors:** J. McCarthy, V. Murphy, Smith

**Assistant Professor:** Worden

**Lecturer:** Hopkins

The Department of Psychology has set as its major objective the education of students who desire a quality and basic scientific undergraduate program in psychology. Such a program, along with the careful selection of other courses, prepares students for graduate study in psychology, neurosciences, education, medicine, law, social work, business, etc., or for entry immediately after college into a career in government or industry. In addition, one of the objectives of the Department is the presentation of significant background courses in many areas of psychology for non-majors.

Depending on their background and orientation, students may choose either the B.A. or B.S. degree in Psychology. Beginning with the class of '88 the B.A. required courses include Psy 15, Psy 103, Bi 83-84, two courses chosen from Psy 163, Psy 151, Psy 148, Psy 184 and two from Psy 265, Psy 261, Psy 285, a research lab, and an integrative seminar taken in the senior year. For the B.S. degree, additional requirements include Psy 104, Ma 21-22, Ch 11-12, Ps 83-84, and at least two labs in Psychology. Students may choose the B.S. degree program at the end of their freshman year only after consultation with a Psychology Department advisor.

### **Psy 15 General Psychology**

This is a one-semester survey course designed to introduce the basic concepts, methods, and principles of psychology. It will include history, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning and memory, cognition and language, psychological testing, emotions and motivation, stress, abnormal behavior, therapy and social psychology.

*3 semester hours*

### **Psy 103 Statistics for the Life Sciences I: Basic Statistics**

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance. This course is open to majors in the behavioral, biological, and physical sciences.

*3 semester hours*

### **Psy 103L Laboratory/Practicum in Basic Statistics**

This course is designed to complement the Basic Statistics course by giving students supervised computation and problem-solving exercises with calculator and computer.

*1 semester hour*

### **Psy 104 Statistics for the Life Sciences II: Research Design**

This is an advanced course in inferential statistics. Its purpose is to extend the students' abilities in the design and analysis of research projects through a consideration of hypotheses, theories, measurement, control, and the logical bases of experimental inference. Advanced statistical methods, such as analysis of variance, analysis of co-variance, and non-parametric procedures are presented.

*3 semester hours*

### **Psy 112 Psychological Testing**

This course gives the student an overview of test theory and use. Attention focuses upon bench marks to be observed in test construction, use, and evaluation. Problems of reliability and validity are considered with respect to tests of maximum performance and measures of typical performance.

*3 semester hours*

### **Psy 121 History and Systems Psychology**

The aim of this course is to provide the student with an overview of the significant influences leading to the development of psychology. The emphasis will be upon specific individuals and the nature of their contributions. The course will cover: the empiricist-associationist tradition, physiological influences, early experimental psychology, the founding of the first psychology laboratory by Wundt, Wundt's contemporaries, and the various schools of psychology, viz., structuralism, functionalism, behaviorism, Gestalt psychology, and the psychoanalytic movement.

*3 semester hours*

### **Psy 122 Human Sexuality**

This course surveys the major areas of concern in human sexuality. Historical and current issues will be addressed with the emphasis on research findings.

*3 semester hours*

### **Psy 125 Fundamentals and Applications of Learning and Memory**

The course is designed to be a complete exploration into the psychological and biological aspects of learning and memory. It is divided into three major components. First, Pavlovian and operant conditioning principles are surveyed with particular emphasis on their application to child rearing, education, therapy and behavior modification in everyday life. The next segment considers memory processes starting with the three major memory systems, their limitations, and how to improve their operation. Also covered will be such memory phenomena as tip-of-the-tongue, eyewitness testimony, memory under hypnosis, context-dependent memory, mnemonic devices, etc. Finally, the course will examine memory malfunctions due to aging, disease, drugs, trauma, and the like.

*3 semester hours*

### **Psy 132 Industrial Psychology**

This course is designed to provide an overview of the field of industrial psychology, with emphasis on both theory and current research. Topics include: organizational theory, organizational structure, work and job design, job satisfaction, supervision and leadership, group process and conflict, selection and evaluation, and management and organizational change and development.

*3 semester hours*

### **Psy 148 Social Psychology**

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion.

*3 semester hours*

**Psy 151 Abnormal Psychology**

This course introduces the student to the field of abnormal behavior. The classic behavior patterns in the classification system are presented and the possible causes and remediation of such are discussed.

*3 semester hours*

**Psy 162 Psychology of Death and Dying**

Recent biomedical research, psychological theory, and clinical experience provide the foundation for this life-cycle study of death, dying, and bereavement. Some selected topics include still-birth and perinatal death, Sudden Infant Death Syndrome, child, adolescent and adult cancer, suicide, and other catastrophic life-threatening events (myocardial infarction, thermal injuries, multiple trauma accidents). In addition, considerable attention is devoted to a survey of grief and bereavement in childhood and adulthood, with particular focus on widowhood. Strategies for providing care for the dying are discussed, including a treatment of Hospice. Attitudes of health care professionals toward death and dying person are examined. Extensive use is made of case studies, dramatic and documentary films, role play and small group discussion. The course is particularly beneficial to students preparing for careers in clinical psychology, medicine, nursing, psychiatric social work, and other allied health professions, but, it may be helpful to anyone interested in developing informed attitudes about these important human crises.

*3 semester hours*

**Psy 163 Human Development**

A development psychology approach to the growth of the individual from birth to old age, tracing motor, perceptual, language, cognitive, and emotional growth. The emphasis will be on normal development.

*3 semester hours*

**Psy 164 Adult Development and Aging**

This course in gerontological psychology presents the major issues and concepts pertinent to the study of the aging process. It attempts to build a solid base of knowledge and accurate information about the aging adult. Topics discussed include the biophysical aspects of aging, age-related differences in sensory performance and intellectual processing and aspects of personality consistency and change throughout the adult years. The clinical psychology of aging is surveyed with emphasis on cognitive assessment (neuropsychological assessment of altered brain function in the aged), epidemiology of late life mental disorders, as well as organic and psychological treatments of the elderly. Finally, the principal psychosocial themes of aging will be reviewed, including economic, familial and thanatological issues. The course places greater emphasis on the pragmatic application of gerontological knowledge to the problems of the aging adult than to theoretical and academic approaches.

*3 semester hours*

**Psy 184 Theories of Personality**

The content of the course will be an advanced presentation, analysis, and evaluation of theories of personality from Freud through Skinner. The purpose of such a course is not only one of theoretical enrichment and history, but is intended to broaden the student's understanding of the normal human personality in terms of theoretical structure, function, and dynamics.

*3 semester hours*

**Psy 187 Organizational Psychology**

This course introduces the student to the concepts of open systems theory, particularly as they apply to organizations. Topics to be considered include the development of organizational structures, organizational roles, power and authority, communication and leadership functions. The course will combine didactic and experiential methods of learning.

*3 semester hours*

**Psy 193 Environmental Psychology**

The course is designed to explore the relationships between the psychological aspects of man and the environment in which he lives. Students will be involved in selecting, designing, and conducting a class research project in the realm of environmental psychology. Class material will consist of trying to assess the relevant parameters of the environment in addition to its effect upon man.

*3 semester hours*

**Psy 209 Basic Laboratory in Human Experimental Psychology**

The course is designed to introduce the basic methodology in human experimental research. The student is guided through the hypothesis, design, data collection and analysis stages of a research project. There are three studies during the semester. The first two are conducted in class and each summarized in a written report. The third study is designed and implemented by the student with the support of peers and the professor. The ability to communicate via the written report is strongly emphasized. Prerequisites: Psy 103 and any two of the following courses: Psy 148, Psy 151, Psy 163, Psy 184, Psy 187.

*4 semester hours*

**Psy 261 Psychobiology — Independent Study**

A one-semester introduction to brain-behavior introduction to brain-behavior relationships, emphasizing the rudiments of neurophysiology, neuroanatomy, and neuropsychology. The latter includes the neural bases of aggression, sleep, sex, food and water consumption, fear, learning, and memory. It is a Personalized System of Instruction (PSI) course in which the student's progress is measured by self-paced unit-mastery tests.

*3 semester hours*



**Psy 265 Learning and Memory**

The purpose of this course is to present a basic understanding of definition, principles, theories, mechanisms, and problems involved with learning and memory. It begins with an introduction to Pavlovian and operant conditioning, reinforcement, generalization, discrimination, etc., with special emphasis on the seven major learning theories that have attempted to explain these phenomena. Synthesis is achieved through a consideration of the contemporary scene in learning theory and research. The second half of the course is devoted to memory processes and mechanisms, through a consideration of the major variables that affect encoding, storage and retrieval processes. The biological bases of learning and memory will also be considered with special emphasis on malfunctions in memory due to aging, disease, etc. The laboratory will consist of demonstrations and experiments timed to coincide with coverage in class. 3 lectures, 1 laboratory. Prerequisite: Psy 15, Psy 103.

4 semester hours

**Psy 271 Physiological Psychology Laboratory**

Essentially a technique-oriented course designed to give those students who are planning careers in neuropsychology training in the basic rudiments of small animal brain surgery. These include aspirated lesions, stereotaxic procedures, electrical brain stimulation and electrical recording, perfusion and brain extraction, histological techniques, and behavioral measurement. A written mini-neuropsychology report is required in addition to the design of an original experiment. Prerequisites: Psy 15, Psy 103, Psy 261.

4 semester hours

**Psy 285 Cognitive Psychology**

Cognitive psychology, drawing from linguistics and computer science, has widespread influence on other areas of psychology and application to many practical, everyday concerns. This one-semester course is designed to examine current theory and research in the areas of human thought, language use, memory, problem solving and decision making. Individual projects dealing with any of these topics are encouraged, although not required.

3 semester hours

**Psy 286 Group Dynamics**

This course is designed to give the student a basic knowledge of the most important theories and research on groups. There is an attempt to combine sociological and psychological perspectives in order to give a more integrated picture of the way groups function. It will also be possible for students to make use of experiential as well as classroom methods of learning.

3 semester hours

**Psy 287 Perception and Cognition Laboratory**

Students will plan, conduct, and write, in journal format, several experiments dealing with any of a variety of perceptual and cognitive phenomena. Emphasis will be on research design, control of relevant variables, and concise scientific writing. Prerequisites: Psy 15, Psy 103, Psy 285.

4 semester hours

**Psy 290 Drugs and Behavior**

A survey course discussing the psychopharmacological properties of the more significant drugs used for research and by society in general. These include by class, alcohol and nicotine, the depressants and stimulants, the tranquilizers, the opium derivatives, and the hallucinogenic compounds. Particular emphasis will be placed on the drugs' site of action in CNS as well as behavioral alteration in the controlled and uncontrolled environment.

3 semester hours

**Psy 295 Internship in Applied Psychology**

The intern program is designed to provide the senior psychology student with practical experience in a field setting. The student will gain a wide exposure to the particular system in which he or she works which can be useful in making a career decision within the broad range of helping professions. Since helping is an art, it is learned by doing. This experience will attempt to integrate the cognitive and the experiential. The internship will require between 10-15 hours of on-site work per week. Prerequisite: Permission of Program Director.

4 semester hours

**Psy 296A Advanced Seminar in Clinical Psychology**

This seminar, intended for highly motivated students, will provide participants an opportunity to study in depth some topics of interest in both the scientific and professional aspects of clinical psychology. Students will be required to prepare and present papers in both areas of the field. A significant amount of independent reading is expected, according to the interests of participants. Prerequisite: Permission of instructor.

3 semester hours

**Psy 296B Advanced Seminar in Experimental Psychology**

This seminar provides the student with an opportunity to explore in depth topics of importance in psychology today. Students will read extensively and deliver comprehensive oral reports on topics which they have selected with the guidance of the professor. (Previous selections have included such diverse issues as bilingualism, parapsychology, retardation, hypnosis, and psychosurgery.) Individually tailored instruction will be provided in skimming articles for information, organizing material, and presenting it effectively. Prerequisites: Psy 15, Psy 261 or Psy 265 or Psy 285.

3 semester hours

**Psy 296C Advanced Seminar in Social Psychology**

This seminar provides students with the opportunity to explore in-depth topics in the social-personality areas of psychology. Students will elect a topic of their choice to concentrate on through extensive readings and/or research activity. This course is for upper division Psychology majors. Prerequisite: Psy 148.

3 semester hours

**Psy 355 Behavior Modification**

This course is intended to complement the study of the psychology of learning by careful analysis of the principles of learning theory as applied to behavior change. Its major focus would cover operant conditioning in its many forms, respondent conditioning, social learning conditioning, and cognitive behavior modalities. The course is oriented to current methodologies used for both individual and group behavior therapies and the research evidence for each methodology. Prerequisites: Psy 15 and Psy 151.

3 semester hours

**Psy 397 Human Neuropsychology**

Brain damage provides us with a unique "window on the mind." Accordingly, the emphasis throughout this course will be on clinical and experimental findings in human subjects with selective and differentiable types of brain damage. Human neuropsychology combines and incorporates important areas of cognition, perception, memory, linguistics, and clinical psychology into a comprehensive and *psychologically based* approach to brain functioning. In addition, it is a profoundly practical and applied discipline, based upon real people with real psychological problems. Prerequisites: Psy 15 or General Biology.

3 semester hours

**Psy 398 Independent Research**

This course provides a limited number of upper division students (usually seniors) the opportunity to participate in all aspects of an advanced research project. Students wishing to register for this course must first obtain the consent of the professor with whom they will work. Frequently a research proposal will be required prior to acceptance into this course, and early planning is essential.

4 semester hours

**Psy 399 Theories in Psychotherapy**

This course will explore similarities and differences across a wide range of psychotherapeutic endeavors by means of lectures, films, and tapes. Traditional psychoanalytic techniques and more recent innovations in behavior therapy, existential therapy, transactional analysis, and Gestalt therapy will be covered. Prerequisites: Psy 151, Psy 163.

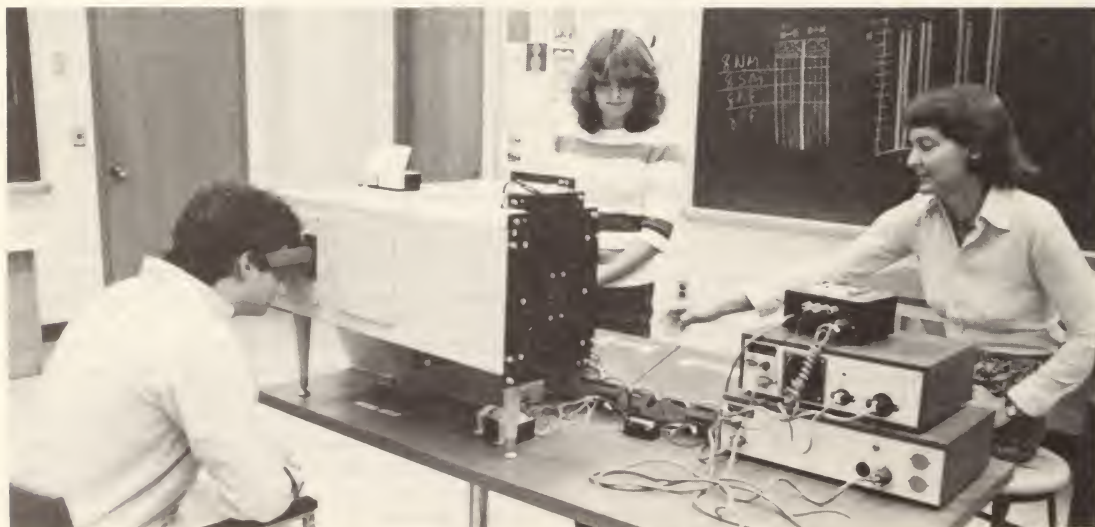
3 semester hours

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**Interdisciplinary Courses****ID 391 Introduction to Neuroscience**

A broadly based and wide-ranging introduction to the study of the brain and its functions. Using the unifying theme of a specific neuropsychiatric disease (Alzheimer's Dementia) students will be introduced to the rudiments of the anatomy, chemistry, genetics, pharmacology, and physiology of the human nervous system, and to the derangements of brain function and behavior produced by pathology. Analogies between brain function and computer-based information processing will be drawn. The extraordinary possibilities for dramatic advances in coming decades in understanding the biological basis of mind will be emphasized.

3 semester hours





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Department of

## Religious Studies

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**Professors:** M. Lang, Mooney

**Associate Professors:** Benney, Burns, Caffrey,  
Humphrey, Lakeland, O'Callaghan, Thiel  
(Chair)

**Assistant Professor:** Sachs

**Lecturers:** Sher, Thornburg

The Religious Studies curriculum is designed as a critical but sympathetic inquiry into the religious dimension of human experience. After an introduction to the nature of religion and the methods employed in its study, the student can select from a variety of courses exploring specific religious themes — scripture, spirituality, ethics, the problem of faith, etc. The student, with or without a faith commitment, has the opportunity to acquire an informed appreciation of the motivations and values given expression in religious belief.

A student may take courses offered by the Religious Studies Department in the required "Core Curriculum," as electives, or in a minor or major program in Religious Studies under the direction of a departmental advisor.

Three of the five courses required in Area III of the Core Curriculum, described on page 30 of this catalogue, may be taken in Religious Studies. *Introduction to Religious Studies* (RS 10) must be taken by all students; a second course of the student's choosing must be taken in Religious Studies. A third course may also be chosen in Religious Studies to complete the five course requirement of Area III.

In addition, many students choose Religious Studies courses as electives in order to develop personal interests.

A personally structured option in Religious Studies may be pursued by choosing second and third courses of the Area III requirement from offerings with related content. An elective course or two would extend this option into a program of interest to the student.

The Religious Studies Department offers a minor of 15 credits which includes those credits earned to satisfy the requirements of the core curriculum. The minor program, defined in consultation with a departmental advisor, may be tailored to the individual's personal and academic interests, and often may complement the student's major program. The minor program may focus on areas of concentration such as Judeo-Christian history, religion and society, Christian theology, scripture, ethics, and Roman Catholic studies. Under special conditions and when resources are available, the department offers the Religious Studies minor the possibility of pursuing an independent study in his or her senior year.

Students interested in an option, a minor, a major, or a double-major program should contact the Chair of the Religious Studies Department.

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## Introductory

### RS 10 Introduction to Religious Studies

This is an introduction to the study of the religious achievement of humanity. It considers the meaning and end of religion, its dimensions and functions in society and the individual. Employing the principles and methods of the humanities and social sciences, the course examines religious faith, values, and experience, as evidenced in the scriptures, traditions, doctrines, and histories of various religions.

3 semester hours

## Historical Studies

### RS 101 Development of Christian Religious Thought

Major trends in Christian thought from the early Church to the Renaissance. An analytical survey of the contributions of outstanding thinkers, of the development of significant ideas and institutions from the patristic age, through the rise and decline of Scholasticism, to the Renaissance.

3 semester hours

### RS 105 The Reformation Era

An examination of the religious reform of the 16th century. The course begins by probing the seeds of reform in the late scholastic tradition and in popular spirituality, and proceeds by tracing the development of the ideas and impact of the reformers: Luther, Zwingli, Calvin, Munzer, and Schwenckfeld. The course concludes with an investigation of the Roman Catholic response to reform in the events of the Council of Trent and the Counter-Reformation.

3 semester hours



**RS 107 The Rise of Modern Protestant Theology**

An historical study of the development of Protestant thought from the late 18th century to the present. The course will examine the ideas of theologians who shaped the Protestant tradition during this period (Schleiermacher, Bultmann, Barth) as well as influential debates (religion and the rise of science) and movements (liberalism, death of God). Special attention will be given to the "modern" propensities of contemporary Protestant thought. *3 semester hours*

**RS 108 The American Religious Experience**

An examination of the development of Religion in America with particular attention to the historical interplay of ideology and environment.

*3 semester hours*

**Christian Theology/Systematics****RS 112 The Problem of God**

An historical and theological examination of the Christian doctrine of God with special attention to the problematic aspects of the development of this doctrine through the ages. This development will be explored in biblical sources, patristics, medieval, Reformation and modern times. The course concludes with a consideration of the challenge of post-Enlightenment atheism and of the efforts of contemporary theologians to recast the classical conception of God.

*3 semester hours*

**RS 117 Developments in Christology**

A systematic treatment of the person and work of Jesus Christ. The course will examine different interpretations of the meaning of the Christ event from the scriptural sources to contemporary developments.

*3 semester hours*

**RS 120 Contemporary Christian Anthropology**

A critical examination of the Christian understanding of human nature and its place in the world. The course will develop a "theory" of what it means to be a human person — divinely created, redeemed, and faced with the problem of death — derived from the insights of the anthropologies and process world-views of contemporary theologians.

*3 semester hours*

**RS 123 The Church**

A study of the development and present-day understanding of the idea of the Church in Roman Catholic theology. The course examines the roots of the concept in scripture and the earlier traditions of the Church, and presents a contemporary ecclesiology through a critical discussion of the First and Second Vatican Councils, and the writings of Hans Küng, Avery Dulles, and Juan-Luis Segundo.

*3 semester hours*

**RS 126 The Sacraments in Christian Life**

A theological investigation of the sacraments as the source of Christian character, involvement, and witness. The course proposes an anthropological theology as a basis for understanding faith and develops a process/model view of the Christian's relationship with God. The course presents the Eucharist as the focus of Christian self-awareness; Baptism, Confirmation and Penance as sacraments of reconciliation. Special sacramental questions are also considered.

*3 semester hours*

**RS 129 Marriage and Family**

A study of marriage in scripture and Christian tradition, as a secular reality and a saving mystery. A discussion of marriage as a community of life and love. The problems of Catholic marriage and contemporary family life in a pluralistic society.

*3 semester hours*

**RS 132 Theology and the Problem of Culture**

A theological examination of the relationship between Christian faith and secular culture since the late 18th century. After exploring the Enlightenment criticism of Christianity, the course pursues an historical and constructive study of two divergent directions in modern theology: "cultural theology" and the "theology of culture." This typology will be investigated in the writings of Lessing, Schleiermacher, Barth, Bonhoeffer, and Metz; in the papal encyclicals of Pius X and John Paul II; and in the documents of Vatican I and II.

*3 semester hours*

**RS 135 Political Theology**

An analysis of contemporary theological movements which emphasize the relationship of religious faith and praxis to the sociopolitical realm. The course treats at length of the development of the Latin American theology of liberation, and examines its theological principles. The influence of this theological outlook on other Third World theologies, and on North American and European theological reflection is traced, and the course proceeds to a constructive proposal for a contemporary political theology.

*3 semester hours*

**RS 138 American Catholic Theologians**

A lecture/reading course designed to give the student insight into the modern development of Catholic theology in America and what makes it specifically "American." Discussion/analysis covers the work of Gustav Weigel, John Courtney Murray, George Tavard, Frank Sheed, Walter Burghardt, and Robley Whitson.

*3 semester hours*

### **RS 140 Fundamentals of Christian Spirituality**

This course examines, in accordance with the principles of Catholic theology, the themes of providence, Christian perfection, union with Christ, love of God and neighbor, Christian liberty, responsibility, and prayer. *3 semester hours*

### **RS 142 Christian Existence**

The Christian understanding of human existence, its purpose, and the relationship to God and to Christ as the dynamic center of Christian life. Consideration is given to methods of prayer and to the rules of discernment of God's will. *3 semester hours*

### **RS 144 Selected Questions in Christian Spirituality**

This course will treat: (1) the principles of the Christian life as taught by Jesus in the Sermon on the Mount, the spiritual Magna Carta of Christianity; and (2) "Pentecostalism" (Charismatic Renewal), the fastest growing movement in the Christian Church today. *3 semester hours*

### **RS 146 Theology of Prayer**

This course examines prayer in general and its qualities, as well as its value, ends, efficacy, and necessity. It also treats of the psychology of prayer as well as the stages of growth in prayer. A special place is given to the teaching of Jesus on prayer. Mystical prayer and the eastern "Jesus Prayer" are also studied. *3 semester hours*

### **RS 148 The Spiritual Theology of the Parables**

A study of the teaching and wisdom of Christ as contained in his parables: the primacy and centrality of love in the Christian life; hope and confidence; the goodness, compassion, mercy of God; the cost of discipleship; the tragedy of self-righteousness, etc. Of special concern is the application of the doctrine to contemporary life. *3 semester hours*

## **Scriptural Studies**

### **RS 151 Key Themes of the Old Testament**

A study of the major books of the Hebrew Scriptures: Pentateuch, prophetic and wisdom literature, the Psalms and the Apocrypha. Emphasis is placed on the central thematic patterns and the key concepts of the literature. *3 semester hours*

### **RS 154 Prophets: Founders of the Judeo-Christian Tradition**

A study of the origins of the western view of God as separate from man and concerned with human affairs. Through a study of the prophets Amos, Hosea, Isaiah, Jeremiah and Ezekiel, the Judeo-Christian emphases on justice, love, and brotherhood are traced and significant connections between Jewish and Christian faith are appreciated. *3 semester hours*

### **RS 156 Israelite Wisdom Literature**

This course traces the roots of Israelite and western religious wisdom to Mesopotamia, Egypt and Canaan. The uniqueness of biblical wisdom is analyzed through a close examination of texts from Proverbs, Sirach, Job, Qoheleth, the Song of Songs, and special Wisdom psalms. *3 semester hours*

### **RS 160 The Writings of Paul**

A study of the texts and recurring themes of the writings attributed to Paul. Particular emphasis will be on Paul's treatment of ethical situations, community, and religious experience. *3 semester hours*

### **RS 162 The Good News of the Gospels**

The Gospels of Matthew, Mark, Luke, John will be studied according to the methodology of redaction criticism. The theological positions of early Christianity as represented in each writer will be examined and compared. *3 semester hours*

### **RS 164 Writings of St. John**

A study of the text of the gospel and epistles attributed to John. Particular emphasis will be placed upon the recurring themes in these writings, the distinctive view of Christianity they represent, and the development of early Christianity to which they witness. *3 semester hours*

### **RS 166 The Reinterpretation of the New Testament**

An introduction to the critical study of the New Testament in which the methodologies of literary form and redaction criticism will be explained. The varying titles for Jesus will be reviewed and compared with the original Jewish or Greek usage. The process of reinterpretation of Jesus in the New Testament will be reviewed. *3 semester hours*

### **RS 168 New Testament Questions Today**

A review of current discussion of New Testament matters: e.g., Jesus and the Dead Sea Scrolls; tradition about Jesus (infancy narratives, miracle stories, resurrection narratives); inspiration, etc. The text of each subject will be examined in light of recent critical studies. *3 semester hours*

## **Moral Theology/Christian Ethics**

### **RS 172 Contemporary Morality: Basic Questions**

A study of the fundamental concepts of moral theology in terms of the major emphases of contemporary Christian thought. Specific reference will be made to more significant current problems: conscience and law, freedom and obligation, personalistic and existential ethics, and the conflict of values in a pluralistic society. *3 semester hours*

**RS 175-176 Contemporary Moral Problems I & II**

The moral/ethical questions which involve a significant conflict of values in contemporary pluralistic society will be examined with particular reference to the insights of Christian moral theology. RS 175 will examine the issues of nuclear war, terrorism, death and dying, genetic manipulation and other bioethical questions. RS 176 will study human sexuality and associated problems such as: abortion, contraception, extra-marital sex, external human fertilization, pornography, over-population.

*3 semester hours*

**RS 180 Morality and Law**

A study of the relationship between law and morality, of rights and justice, with illustrative reference to special topics, e.g., racism, sexism, political, business, and communications ethics.

*3 semester hours*

**RS 182 Studies in Peace and Justice**

A study of the modern teachings of the Catholic Church on peace and justice; Christian/Humanist attitudes towards war; pacifism and the just war theory; and changes in global political and economic structures that seem necessary to ensure a peaceful and just world order.

*3 semester hours*

## Non-Christian Traditions/Critical Studies

**RS 185 History of the Jewish Experience\***

An examination of the origin and development of the Jewish religion. The course begins with the Hebrew Bible as the source of Judaism and follows its development to the modern era. This overview is meant as an introduction to the Jewish religion, its history, and development.

*3 semester hours*

**RS 186 Contemporary Jewish Theology**

The thinking of contemporary Jewish theologians, including Martin Buber (Dialogue), Mordecai Kaplan (Reconstructionism), Israel Salanter (Mussar), The Lubovitcher Rebbe (Hassiduth), Solomon Schechter (Conservative Judaism), Rabbi Kuk (Religious Zionism), Abraham Heschel (Religious Experience), Richard Rubenstein (Death of God).

*3 semester hours*

**RS 190 The Religions of China**

An overview of the topography and history of the people is followed by a study of the major religious traditions: Tao-ism, Confucianism, and Buddhism. The following topics are stressed: ultimate being, the self and the universe, the meaning of life and the way of life. Finally we consider the current religious situation: Mao-ism, Christianity, and the future of ancient religious forms.

*3 semester hours*

**RS 191 The Religions of Japan**

After a brief overview of the history of the people and the topography of the country, the topics to be studied will be: Japanese folk-religion, Shinto, Buddhism, with special attention to Zen, the Christian missionary effort, and finally the new religions and the future of religions in post W.W. II Japan.

*3 semester hours*

**RS 193 Non-Traditional American Religion**

This study of some of the unusual forms of religion in America directs the student to the formation and defense of personal criteria for judging what is or is not authentic religion. Such sects as Jehovah's Witnesses, Mormons, Christian Science, etc.; cultic groups such as "The Mighty I Am," "Unity," and "New Thought;" and religious movements involving magic, astrology, and the like are investigated in order to ascertain what impact these forms of religion, or pseudo-religion have in our modern world. The student is required to do an in-depth study of one such religion/cult/movement.

*3 semester hours*

**RS 194 Religion and Psychology**

A study of the life story, using biographies and novels to arrive at what constitutes a "meaning system" in people's lives. Current psychological theories of stages of growth such as Erikson's and Fowler's are compared with religious growth theories. Topics such as personal and community identity, change and conversion, alienation and sin, grace and freedom, power and dependence are explored. The effort is to see how psychological understandings interact with religious beliefs to form contemporary "meaning systems."

*3 semester hours*

**RS 195 Modern Atheism and the Problem of Belief**

In addition to a critical examination of the classical arguments for the existence of God and the counter-arguments that can be brought against them, this course will concentrate on the concept of God, the theological definition of infinity, the modern and post-modern species of unbelief, the problem of evil, and classics of free thought.

*3 semester hours*

**RS 198 The Religious Imagination**

This course studies the role of the imagination and of symbolic language in giving expression to the human experience of transcendence. This inquiry into the roots of the religious imagination is conducted through the examination of works of literature and of the visual arts.

*3 semester hours*

\* Sponsored in part by the Jewish Chautauqua Society.



**RS 199 The Classic: Truth in Religion and the Arts**

This course examines the idea of the classic as a model for establishing relationships between religious language on the one hand, and poetic discourse and artistic expression on the other. What truth do they lay claim to, and how do they embody it? The course proceeds by way of a comparison of "secular" and "religious" classics to an investigation of the value of the model of the classic in the process of doing theology.

*3 semester hours*

**RS 240/So 151 Sociology of Religion**

A combined theoretical and empirical treatment of the sociology of religion. The character of religious institutions. The relations of religious institutions with other institutions in society. The internal social structure of religious institutions. Particular attention will be given to the process of secularization in the modern world and the crisis this poses for traditional religion.

*3 semester hours*

**RS 250/En 389 Literature and Religion:  
The American Experience**

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religio-ethical questions as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions.

*3 semester hours*

**Special Projects**

**RS 301 Independent Study**

This program of study is defined by the student in consultation with a director from the department.

*3 semester hours*

**RS 310 Major Seminar**

This seminar is an in-depth investigation of a major figure, issue, or problem in religious studies.

*3 semester hours*

**AE 391 Seminar in Business Ethics**

An intensive study, in theological and philosophical perspective, of ethical problems of business. Emphasis is placed on the case method of study and relations of cases to ethical theory.

*3 semester hours*

**AE 395-396 Seminar in Ethics of Law  
and Government — I & II**

An intensive investigation, in theological and philosophical perspective, of the ethical dilemmas encountered in governing, in law-making, and in practicing law, and the uses and abuses of the political process.

*6 semester hours*

**AE 397-398 Seminar in Bioethics — I & II**

An in-depth analysis of ethical problems in the fields of health care and biomedical research from the perspectives of theology and philosophy.

*6 semester hours*



Department of

**Sociology****Associate Professors:** Anderson, Fay,  
Hodgson (*Chair*)**Assistant Professor:** Schlichting**Lecturers:** Lindsey, Rodrigues

Sociology is the scientific study of human society and social behavior. It seeks to understand why individuals form groups and how membership in groups influences the individual's behavior. Why do human beings form families? Why do the rich act, and even think, differently than the poor? What makes some people break social rules and others obey them? What holds societies together? Why do all societies change over time? These are questions which sociologists ponder.

Students majoring in sociology at Fairfield University begin their study by taking several fundamental courses which provide them with an understanding of the basic concepts and methodology of the field. The student builds on this foundation by selecting from a wide variety of elective courses. Each student is carefully and individually advised throughout his or her stay at Fairfield. The faculty strives to clarify career goals and to put together a concentration of courses and experiences that will ensure for the student intellectual fulfillment and a viable career.

**Requirements for the Major**

Sociology majors take a minimum of 30 credits in sociology, including six required courses; So 11, So 12, So 121, So 122, So 128, and So 129. If an internship in Field Work Placement is taken (for three or six credits), the internship is in addition to the 30-credit requirement.

A minor in sociology is available following consultation with the Chair.

**Sociology and Non-Majors**

All sociology courses, except Field Work Placement (So 201-202), are open to all students without prerequisite.

**So 11 General Sociology I**

An introductory analysis of the social nature of man and the forms of social behavior; the structure and function of social organizations and social systems. Particular application of these principles to human society. *3 semester hours*

**So 112 American Society**

This course analyzes the dominant ideology and values which have shaped American culture — namely, the Protestant Ethic — and how and why these values are changing. This is followed by an analysis of major institutional trends that have transformed and continue to transform America and the modern world: bureaucratization, industrialization, urbanization, the rise of the business corporation, science and technology — and the effects of these institutions in producing new personality types, mass society, and rapid social change. Purpose of the course is to provide a macro-sociological framework. *3 semester hours*

**So 121 Statistics: Social and Political Data Analysis**

This course is designed to provide a basic introduction to the role of statistical analysis in understanding social and political data. Emphasis is placed upon actual data analysis using the University's computer facilities. An extensive social and political data archive including 1980 Census data, political polls, and national survey data are utilized for computer analysis. *3 semester hours*

**So 122 Methods of Research Design**

A study of the nature and function of the scientific methods as applied to the field of sociology. Emphasis is placed upon survey research design and secondary analysis of existing data. Teams of students design and conduct research projects as part of the course assignments. *3 semester hours*

**So 123 Public Opinion and Polling**

The course will examine the construction and utilization of public opinion surveys. The impact upon the American political process will be explored. The question of the role of public opinion in a democratic system of government will also be examined in detail. Archive data drawn from private polls, the Gallup, and Harris polls will be utilized to illustrate the polling process and as a background to the substantive issues which will be discussed. *3 semester hours*

**So 124 Demography**

Demography is the study of population. The causes and consequences of population change will be studied in detail. Global population problems and those faced by the United States will be addressed. Real demographic data will be analyzed in a "hands-on" fashion during weekly demographic techniques sessions. *3 semester hours*



### **So 128 Sociological Theory I**

A study of the classical theorists in sociology, with special emphasis on Marx, Durkheim, and Weber.

*3 semester hours*

### **So 129 Sociological Theory II**

A study of contemporary theorists, with emphasis on Symbolic Interaction, Functionalism, Critical Sociology, and Exchange Theory.

*3 semester hours*

### **So 131 Childhood and Socialization**

The material to be covered in this course includes: an examination of the social meaning of childhood and the social role of the child in various societies; issues confronting societies, and American society in particular, around the socialization of children; family and peers as socializers of children; schools and mass media as socializers of children; and later socialization: adult socialization and resocialization.

*3 semester hours*

### **So 132 Sociology of the Family**

The family is a basic social institution of all societies. The course will begin by examining family systems as they exist in other cultures and in times past. However, the central focus of the course will be on understanding the contemporary American family system. American patterns of dating, mate selection, sexual behavior, marriage, parenting, and aging will be examined as well as alternative life styles and family instability.

*3 semester hours*

### **So 133 Abnormal Family Interaction**

This course is an attempt to integrate traditional sociological views of the family with the family therapy perspective that emerged from psychiatry in the 1950s. It will examine the roots of behavioral and psychological dysfunction in the history and interaction of the family. The course will focus on: (1) marital conflict and divorce; (2) alcoholism, depression, and other individual symptoms; and (3) problems with children.

*3 semester hours*

### **So 141 Social Stratification**

The study of social inequality as a central fact of all social life: some attention is given to comparisons among various societies, but the course's focus is on the American class structures. Likewise, although methodological issues are dealt with, theoretical problems receive the greatest emphasis.

*3 semester hours*

### **So 142 Race and Ethnic Relations**

An analysis of sociological and social psychological dimensions of race relations and ethnic interaction. While the focus of the course will be on the American scene, problems of race relations in other parts of the world will also be examined along with their importance for world politics. What sociologists and social psychologists have learned about improving race relations will be considered.

*3 semester hours*

### **So 143 Sociology of Occupation and Professions**

The world of work, a central experience in the lives of most adults in American society, will be examined. How has the nature of work changed in modern times? What are the differences among various professions and occupations, and what factors determine who gets what job? In a rapidly changing industrial society, how does the individual make occupational choices? With ever more women entering the labor force and with manpower demands changing rapidly, what will the future occupational structure be like? In addition to examining these themes, the student will have the opportunity of examining one occupation in detail.

*3 semester hours*

### **So 151 Sociology of Religion**

A combined theoretical and empirical treatment of the sociology of religion. The character of religious institutions. The relations of religious institutions with other institutions in society. The internal social structure of religious institutions. Particular attention will be given to the process of secularization in the modern world and the crisis this poses for traditional religion.

*3 semester hours*

### **So 152 Medical Sociology**

The course examines how society culturally defines, measures, and socially deals with health, disease, and illness. Various currently used measurements of health status and disease are examined and critically evaluated. Health practitioners (such as physicians) and health institutions (such as hospitals) are studied sociologically. Ethics, ideology, and vested interests are examined as these affect the politics and economics of the health care system. While some cross-cultural comparisons are made, the primary focus is on American society.

*3 semester hours*



**So 153 Business and Society**

The course examines the role of business historically in the shaping of American culture and society. Specific areas dealt with are the values of American businessmen, the social organization of business, the concept of the corporation, the effects of business on other institutions in society such as education. The increasingly complex relationship between business and the state is examined with special attention to the growth of government regulation, and public debate over the social responsibility of business.

*3 semester hours*

**So 154 Sociology of Sport**

This course examines sport as a microcosm of the larger society — as a growing institution much entwined with the economy, religion, family, and politics. Several topics to be discussed are fan behavior, racism in sport, the female athlete, “corporate” sport, the hero phenomenon, and magic in sport. A major theme of the course is that sport is a reflection of the American value system.

*3 semester hours*

**So 156 Complex Organizations**

The formal and informal relationships in modern complex organizations are the basis of this course. Corporations, factories, hospitals, schools, and prisons are explored in light of these relationships. The “other face” of bureaucracy and the bureaucratic personality are examined as well as the changing meaning of work. Several questions posed are: “How do the changing occupational roles in complex organizations affect the quality of life in American society?” and “Do these changes reflect greater individual alienation or freedom?”

*3 semester hours*

**So 161 Urban/Suburban Sociology**

“The nature of the city” and growth of metropolitan regions in the contemporary world. The ecological approach and the use of demographic data in the analysis of modern urban communities. Social organization of metropolitan regions and the emergence of urban-suburban conflict. “Big city” politics, community-control, and regional government as dimensions of organization and disorganization in city life. City planning and urban development at local and national levels as efforts to solve the urban crisis.

*3 semester hours*

**So 162 Urban Planning**

An introduction to the history and practice of urban planning. Emphasis is placed upon major techniques utilized by planners. Students analyze data and attend meetings of the planning agencies in the Bridgeport metropolitan region.

*3 semester hours*

**So 171 Sociology of Law**

The basis of this course is the relationship of law and society. Several issues to be explored are the meaning of law, civil disobedience and other challenges, and law as an agent of social change. A major theme of the course is legal equality vs. social inequality — a theme to be analyzed in terms of discrimination against the poor, women, and various racial groups. The second half of the semester is devoted to a discussion of the role of lawyers, the police, and the courts in American society.

*3 semester hours*

**So 173 Criminology**

This course examines the origin, causes, and history of crime. It also explores victimless crime, white-collar crime, and organized crime. The control of crime and the agencies of control are also examined as well as the techniques of punishment and rehabilitation.

*3 semester hours*

**So 174 Seminar: Criminal Justice System**

This seminar explores in detail the workings and problems of the criminal justice system in the United States. In addition to investigating the sources of criminal behavior, the course focuses on the arraignment process, probation, the trial, sentencing, prison reform, and parole. Site visits supplement lectures and discussion.

*3 semester hours*

**So 181 Social Change in Developing Nations**

This course will examine the major societal changes occurring in developing countries during the 20th century. Answers will be sought to two basic questions: to what extent are the current efforts of Third World nations to modernize comparable to the earlier experience of the United States and Western Europe? How do existing inequalities and dependencies between developed countries and Third World nations affect their chances of modernizing?

*3 semester hours*

**So 182 Latin American Society**

The course will focus upon developing an understanding of the focus shaping Latin American societies during the twentieth century. Anthropological works offering descriptions of everyday life will be discussed. The most notable attempts of both Latin American and other social scientists to theoretically understand the problems faced by these societies in their modernization efforts will also be considered.

*3 semester hours*

**So 191-192 Social Work I and II**

An examination of the field of social work; its concepts, methods, and changing role in present day society; a related explanation of community resources, and how agencies function and change to meet the problems from early childhood to those of the aged, upheavals in family life, and special problems presented by urban living. *6 semester hours*

**So 201-202 Field Work Placement**

A one- or two-semester internship program. Students are placed in professional and service settings where they work under supervision and acquire experience in the area they have chosen for their placement. In addition, they are helped to integrate their experiences with the intellectual foundation acquired in their academic courses. *3 or 6 semester hours*

**Spanish**

*(See Modern Languages)*

**Theatre**

*(See Fine Arts)*







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SCHOOL  
OF  
BUSINESS

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# School of Business

**Dean:** R. Keith Martin

**Associate Dean:** Thomas E. Conine, Jr.

**Professors:** Fitzpatrick, Martin

**Associate Professors:** Berkowitz, Cavallo<sup>5</sup>,  
Conine, DeMichiell<sup>3</sup>, Jensen,  
Mohan, O'Brien, Ryba, Schurdak

**Assistant Professors:** Agrawal, Allinger,  
Burian, L. Katz, Keswick, Kravet<sup>1</sup>, Lyngaas,  
Mainiero, Page<sup>2</sup>, Slominsky, Torello, Tyler<sup>4</sup>

**Lecturers:** Crocco, Dhingra, F. Kelly, McEvoy,  
Mis, Tellis, Topper

<sup>1</sup>Area Coordinator in Accounting

<sup>2</sup>Area Coordinator in Finance

<sup>3</sup>Area Coordinator in Information Systems

<sup>4</sup>Acting Area Coordinator in Management; Supervisor  
of Internship Programs

<sup>5</sup>Area Coordinator in Marketing

Students in the School of Business take the same general education core curriculum required of other undergraduate students, thus assuring a broad knowledge of the liberal arts and sciences and a flexibility of mind which can be extremely valuable to the executive. In addition, students take a *business core curriculum* of subjects which provide an introduction to the fields of accounting, statistics, legal environment of business, organizational behavior, production and operations, business ethics, international business, finance, management information systems, and marketing. A capstone course in business policies completes the student's business studies.

The balance of the program will depend on the major — accounting, finance, information systems, management, or marketing — but in every case, it will be a tailor-made program designed jointly by the student and a faculty advisor. All members of the business faculty are people of substantial business experience, which makes them invaluable guides in the choice of a course of study that will further the student's specific career goals.

Students are motivated to continue to grow intellectually and to be prepared for graduate study. A broad perspective of society and the proper role of business based upon an appropriate set of moral values is emphasized. In consultation with faculty, each student follows an approved curriculum which reflects an integrated approach to the study of modern management as well as the student's own career objectives.

## Major Areas of Study

### *Accounting*

*Accounting* majors will take those courses that will qualify them to take the Certified Public Accountant (CPA) examination. They also may take courses appropriate for careers in private accounting, internal auditing, government and not-for-profit accounting. Many students find that undergraduate studies in accounting are excellent preparation for a wide range of corporate positions.

### *Finance*

*Finance* majors will study both the theory and practice of financial management. Additionally, they will analyze actual case histories of the financial operations of several different companies. The courses included in this major area prepare students to enter into financial management positions with either corporate or governmental organizations.

### *Information Systems*

*Information Systems* majors will study the analysis, design, development, and management of information systems in organizations. They will develop an understanding of the needs of information, its use in the decision-making process, and the procedures by which information is provided to management.

This is a limited enrollment program. Transfer students, students admitted as undeclared, or those wishing to change their major may be accepted into it on a competitive basis as space is available.

### *Management*

*Management* majors will study the theory and practice of management by concentrating in one of two areas: human resources or production and operations management. The human resources concentration emphasizes the application of social and behavioral science principles to an understanding of management practices. The operations "track" concentrates on the application of management techniques to optimize the efficiency of the production of goods and services.

### *Marketing*

*Marketing* majors will study both the theory and practice of the flow of goods and services from producer to consumer. In a sense, it is the most humanistic of the business majors; it requires students to understand consumer behavior, the motivation of sales personnel, the impact of advertising and communications on the potential consumer, the characteristics of consumers, the cultures involved in international marketing, and market research techniques.

### **Minor Areas of Study**

In addition to the five major areas of study, minors are available in the following areas to all students in the School of Business.

It is the student's responsibility to complete the proper university form to enroll in a minor, and to make sure that appropriate copies of the form are filed in both the Dean's office and the University Registrar's office. The form is available from the advisor for the minor area of study.

The completion of the minor is subject to the availability of the courses selected.

### *Information Systems and Computer Applications*

These related minors are concerned with the identification, analysis, design, development, and management of information systems in organizations. Students develop an understanding of the needs of information, its use in the decision-making process, and the procedures by which information is provided to management. Through the courses within the minors students learn the interaction between information systems and computer technology. Students in the School of Business may also take courses in the Computer Science Program in the College of Arts and Sciences, listed in this catalogue.

### *Quantitative Analysis*

Quantitative Analysis is a rapidly developing field of study relating to business operations. Students study the role of data analysis in quantitative decision-making and business forecasting.

### *International Studies*

The minor in international studies is designed to prepare students for a career in the multinational firm, financial institution, international accounting firm, trading organization and government bodies involved in international operations.

Courses taken in the minor, offered jointly with the College of Arts and Sciences and with the Graduate School of Corporate and Political Communication, will be selected to complement the basic discipline in which a student is majoring.

### **Honors Program**

The School of Business participates in the University Honors Program (described earlier under "Curricula") for those undergraduates who have distinguished themselves in their studies. Eligible students choosing to pursue honors designation are required to conduct a research project under the supervision of a faculty member. Students are also required to meet in a bi-weekly interdisciplinary seminar. Successful completion of the Honors Program is recorded on the graduating student's transcript.



## Internship Program

Another feature of the School of Business is the optional senior-year internship for qualified students. These internships are undertaken for credit, and sometimes for pay. The student's progress is monitored by both an on-the-job supervisor and a faculty member. Students interested in internships should discuss arrangements as early as possible with the Supervisor of Internship Programs. The presence of a large number of corporate offices in the Fairfield area provides highly unusual and rewarding opportunities for internships.

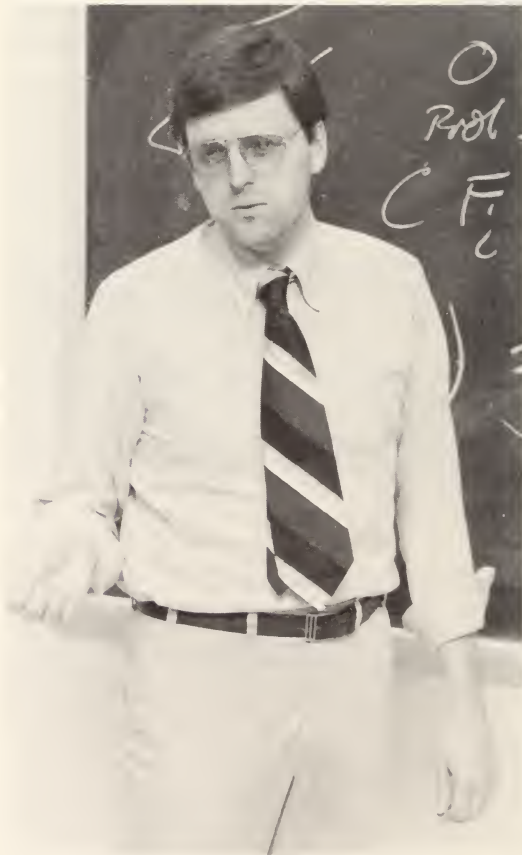
## School Activities/Programs

Complementing the School of Business' traditional pedagogical mission are a series of diverse and distinctive programs that serve to enrich both the University community and its various constituencies:

- Through the generosity of the John M. Olin Foundation, the John M. Olin Fellowships/Papers Program was established at the School of Business. Olin Fellows are selected from among distinguished leaders of the American economic system and are invited to address University faculty, students and guests on issues affecting the future of that system. The lectures delivered under the Program are subsequently published as the John M. Olin Papers.
- The distinguished Executive Lecture Series brings to the classroom setting leaders from the corporate or financial communities who address students on a specific topic related to the subject matter within an identified major area of study within the School. The unique perspective that business practitioners can bring to the academic environment is a welcome and valuable element to a student's business education.

- The Committee on Developing American Capitalism, which sponsors each year an in-depth symposium concerning a specific aspect of the American economic system, is domiciled on the Fairfield University campus; the School of Business has played an integral role in its evolution. Formed by a non-partisan group from business, labor, economics, academia and other professions, many of these individuals having policy-level experience, the Committee endeavors to scrutinize closely the nation's unique economic and political systems and makes substantive proposals on major economic and social issues.

- The *Fairfield Business Review* is published periodically by the School and includes the Olin Papers, lectures of the distinguished executive lecturers, position papers by corporate leaders on a wide variety of topics, and economic analyses of the State of Connecticut and the more immediate region.



# Curricula

The curricula in the five major areas of business study — accounting, finance, information systems, management, marketing — consist of four parts: (1) general education core curriculum courses, (2) business core courses, (3) business major requirements, and (4) free electives.

Each business major must schedule, through the office of the Dean, a program conference with a faculty advisor in his or her major area of business study. The faculty advisor will prepare a detailed list of requirements which are to be completed, making appropriate choices from the list of available elective courses. It is anticipated that the faculty advisor will, where appropriate, develop a student program which will permit choosing courses from related majors in the School of Business as well as appropriate specific courses in the non-business area. Such conferences should be scheduled early in their first semester for entering freshmen. Transfer students must schedule a program conference prior to beginning their studies at Fairfield University.

The general education core curriculum component includes approximately one-half of the total number of courses to be completed for the Bachelor of Science degree in business.

For students entering the School of Business either as freshmen or as transfer students, the requirements for graduation with the B.S. degree in the business majors are as follows:

	<i>Finance, Management, and Marketing</i>	<i>Accounting and Information Systems</i>
General Education Core Curriculum Requirements	60	60
Business Core Requirements	33	33
Business Major Requirements	18	21
Free Electives	12	12
Total Required Credits	123 credits	126 credits

## General Education Core Curriculum

The general education core curriculum provides a truly liberal education, drawing upon five major areas of knowledge. For each of these five areas of competency, a number of courses must be selected as follows:

### *Area I: Mathematics and Natural Sciences*

- (1) 2 semesters of mathematics. For business majors, Ma 15 and 19 (Finite Mathematics and Introduction to Calculus).
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences fulfill this requirement.

### *Area II: History and Social Science*

- (1) 2 semesters of history. Hi 30 and one other below 100 level introductory course. Also available as an option in this area is CI 115-116 (Greek and Roman Civilization).
- (2) For business majors, Ec 11 (Introduction to Microeconomics), and Ec 12 (Introduction to Macroeconomics). These courses satisfy the micro- and macroeconomics requirements of the business core.

### *Area III: Philosophy and Religious Studies*

- (1) 2 semesters of philosophy. Ph 10 is required.
- (2) 2 semesters of religious studies. RS 10 and any other course in religious studies.
- (3) For business majors, one additional approved course in philosophy, religious studies, or the applied ethics program. This course will satisfy the business ethics requirement of the business core.

### *Area IV: English and Fine Arts*

- (1) 3 semesters of English. En 11-12 are required. The third course may be selected from any of the English offerings which have a number designation of 200 or over. Also available as options in this area are courses offering classical literature in translation. (See listings under Greek and Roman Studies Program.)
- (2) 2 semesters of fine arts. One semester must be in the area of art history, music history, theatre history, or film history.

**Area V: Modern and Classical Languages**

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the modern languages department or the Greek and Roman Studies program.

## Business Core Requirements

	Credits
Principles of Accounting (Ac 11-12)	6
<sup>1</sup> Introduction to Management Information Systems (IS 120)	3
<sup>1</sup> Business Statistics (QA 11)	3
Legal Environment of Business (Bu 11)	3
<sup>2</sup> Introduction to Finance (Fi 11)	3
<sup>2</sup> Introduction to Marketing (Mk 11)	3
<sup>2</sup> Organizational Behavior (Mg 21)	3
<sup>2</sup> Production and Operations (Mg 31)	3
<sup>2</sup> International Business (Bu 160)	3
<sup>1</sup> Micro- and Macroeconomics (Ec 11-12)	(6)
Business Ethics	(3)
<sup>3</sup> Business Policies (Bu 300)	3
	<hr/> 33

Bracketed credits, for micro- and macroeconomics, and for business ethics, are not included in the cumulative business core credits; these courses are satisfied by taking the appropriate courses in the General Education Core.

<sup>1</sup>These courses should be completed in the student's sophomore year.

<sup>2</sup>These courses may not be taken until the junior year.

<sup>3</sup>This course may not be taken until the senior year.

## Business Major Requirements

Each of the five majors in the School of Business has its own major requirements.

### Bachelor of Science

(Major in Accounting)

Ac 203, 204, 310, 320, 330, 340.

One accounting elective or upper level business course.

### Bachelor of Science

(Major in Finance)

Fi 210, 215, 310 or 320, Ac 203, 204.

One related and approved arts and sciences course.

### Bachelor of Science

(Major in Information Systems)

IS 210, 230, 236, 340, 395.

Two courses from IS 200, 235, 240, 241, 245, QA 210.

Ac 365 may be substituted for IS 210.

### Bachelor of Science

(Major in Management)

Mg 200

One related and approved arts and sciences course.

For students concentrating in operations:

Two courses from Mg 240, 260, 270.

One QA or IS course. Mg 320.

For students concentrating in human resources:

Two courses from Mg 215, 220, 300.

Mg 230, 310.

### Bachelor of Science

(Major in Marketing)

Mk 210, 225, 240, 320, 330.

One related and approved arts and sciences course.

Each of the five majors in the School of Business requires the completion of four free electives for a total of 12 credits. A free elective is a course chosen by the student without any restrictions relating to the student's major. The Area Coordinator for the student's major should be consulted for specifics.



## Curricula for Minors

Each of the four minors has its own curriculum.

### *Minor in Computer Applications*

IS 10, 120, 220, 235, 236, 241.

### *Minor in Quantitative Analysis*

QA 11, 201, 210, 215.

IS 210, 235 or 236.

### *Minor in Information Systems*

IS 120, 200, 210, 230, 236, 240 or 241.

Ac 365 may be substituted for IS 210.

### *Minor in International Studies*

The minor will be comprised of an 18-credit program of six courses drawn from a variety of disciplines to be completed in addition to the student's major requirements. The courses in International Studies are divided into two categories: Basic and Specialized. Students are expected to take at least three courses from the Basic category.

#### Basic Courses

- Ec 230 Comparative Economic Systems
- Ec 235 Economic Development of Third World Nations
- Hi 167 American Diplomatic History III
- Po 12 Introduction to Comparative and International Politics
- Po 123 Modern Ideologies
- Po 147 International Relations
- Po 148 United States Foreign Policy
- So 181 Social Change in Developing Nations
- Co 415 International Communication
- In 350 Apex Seminar in International Studies

#### Specialized Courses

- Bu 160 International Business
- Mg 360 International Management
- Mk 360 International Marketing
- Ec 231 International Trade
- RS 182 Studies in Peace and Justice
- So 124 Demography
- Co 414 Intercultural Communication

The specific courses for individual students minoring in international studies will be selected in consultation with the Advisor for International Studies on the basis of their personal and career interests.

## Course Descriptions

### Accounting

#### Ac 11 Principles of Accounting I

This course acquaints the students with the preparation of the principal financial statements of a business enterprise, with an emphasis on asset and liability valuation problems and the determination of net income. Topics include the theory of debit and credit, classification of accounts, the bookkeeping function through the preparation of financial statements for the single proprietorship form of business organization, and detailed introduction of the assets of an entity.

3 semester hours

#### Ac 12 Principles of Accounting II

This course is a continuation of Ac 11 and is primarily concerned with the partnership and corporate forms of organization. In addition to the financial accounting considerations, the course also examines such managerial accounting areas as cost accounting systems, budgeting, cost-volume-profit analysis, income tax, and business decisions. An accounting major must attain a minimum cumulative quality point average in accounting of 2.5 in order to continue in the program. Prerequisite: Ac 11.

3 semester hours

#### Ac 203 Intermediate Accounting I

This course emphasizes accounting theory and concepts and the presentation of the Statement of Financial Condition and Statement of Income in conformity with generally accepted accounting principles. The student is presented with the various financial procedures and valuations associated with the presentation and control of business assets. An accounting major must attain a minimum grade of C for Ac 203 and a minimum cumulative quality point average in accounting of 2.5 in order to continue in the program. Prerequisite: Ac 12.

3 semester hours

#### Ac 204 Intermediate Accounting II

This course is a continuation of Ac 203. The student covers such complex areas as pension plans, lease transactions, preparation of financial statements from incomplete records, corporate investments and financing, and an extensive study of the corporate organization. An accounting major must attain an average for Ac 203 and Ac 204 of 2.5 and a minimum cumulative quality point average in accounting of 2.5 in order to continue in the program. Prerequisite: Ac 203.

3 semester hours

**Ac 310 Advanced Accounting**

This course examines advanced areas in accounting theory and practice which may only have been presented superficially in prerequisite courses. In addition to the accounting for consolidated business activity and organization and other combinations, the course will deal with partnership equity and liquidations, results of foreign operations and government and not-for-profit organizations. Prerequisites: Ac 204 or permission of the Area Coordinator.

*3 semester hours*

**Ac 320 Cost Accounting**

This course is concerned with the planning and control function of internal management in their decision-making capacity. The student should develop an understanding of the accumulation of product costs, behavior and allocation of costs, elements of forecasting and budget preparation, capital budgeting, and evaluation of segments through responsibility accounting. Prerequisites: Ac 204 or permission of the Area Coordinator.

*3 semester hours*

**Ac 330 Auditing**

This is a course in audit concepts, standards and procedures, underlying the examination of financial statements by the independent public accountant. Other areas include dealing with the ethical and legal environment of public accounting and the use of statistical sampling and EDP. The completion of an audit case will be required to illustrate the practical aspects of the subject area. Prerequisite: Ac 204. This course is restricted to seniors.

*3 semester hours*

**Ac 340 Federal Income Taxation**

This course introduces the student to tax law and the accounting required for the preparation of Federal tax returns. The primary emphasis will be on what constitutes taxable income, allowable business and personal deductions, and capital gains and losses of individual, partnership, and corporate entities. Additional emphasis is given to form preparation, research and tax planning. Prerequisite: Ac 204. This course is restricted to seniors.

*3 semester hours*

**Ac 350 Controllership**

This course provides an in-depth understanding of the controller's role and responsibilities. The course material covers planning for control, accounting reports and interpretations, tax administration and government reporting. Prerequisite: Ac 204.

*3 semester hours*

**Ac 365 Accounting Information Systems**

This course deals with management planning and control by means of information systems and their relationship in the accounting function. The students will be introduced to the theory of information systems, the information needs of various department managers, the accounting techniques used and the behavioral impact of information systems. Prerequisite: Ac 204 and IS 120 or permission of the Area Coordinator.

*3 semester hours*

**Ac 370 Contemporary Issues and Problems in Accounting**

This course presents a seminar in current accounting issues to discuss the latest statements issued by the FASB as well as other important proposals which affect the legal and professional status of the accountant. Prerequisite: Ac 204.

*3 semester hours*

**Ac 380 Municipal and Not-For-Profit Accounting**

This course provides the student with the understanding of the speciality area of fund accounting. While the primary area of concentration will be municipalities, other not-for-profit institutions, such as universities or health organizations, will be explored. Prerequisite: Ac 204.

*3 semester hours*

**Ac 397-398 Seminar in Accounting**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in accounting and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above.

*3 or 6 semester hours*

**Finance****Fi 11 Introduction to Finance**

This course provides an examination of how a business plans its needs for funds, raises the necessary funds, and invests to attain its goals. Consideration is given to both short and long-run financial decision making.

*3 semester hours*

**Fi 120 Municipal Finance**

This course examines the municipal market. Topics include bond initiation, evaluation analysis, financing, negotiations, and distribution. Floating and long-term debt are examined. Interaction of municipal, state, and federal financing policies. Studies of selected recent municipal financial crises.

*3 semester hours*

**Fi 210 Principles of Investments**

This course is an introductory analysis of the determinants of valuation for bonds, stocks, and options. The functions of efficient capital markets are stressed in developing the return-risk tradeoffs that are essential in the valuation process. Prerequisite: Fi 11.

*3 semester hours*

**Fi 215 Financial Management**

This course is an analysis of optimal financial decision making. Emphasis is placed upon the investment, financing, and dividend decisions within the existence of efficient capital markets. Prerequisite: Fi 11.

*3 semester hours*

**Fi 310 Portfolio Analysis**

This course is an examination of both individual and institutional portfolio management. The overall model of portfolio analysis separates decision making into five major areas: portfolio planning, investment analysis, portfolio selection, portfolio evaluation, and portfolio revision. Prerequisite: Fi 210.

*3 semester hours*

**Fi 320 Working Capital Management**

This course is an examination of the management of current assets and current liabilities. Emphasis is placed upon cash and marketable securities management, cash budgeting, inventory control, accounts receivable management, and short-term and intermediate-term financing. Prerequisite: Fi 215.

*3 semester hours*

**Fi 330 Applied Financial Management**

This course is an examination and application of the principles developed in financial management, Fi 215, to specific corporate problems. The objective is an integration of the theory and practice of finance, using case studies. Prerequisite: Fi 215.

*3 semester hours*

**Fi 397-398 Seminar in Finance**

A special program involving independent study and research. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in finance and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above. *3 or 6 semester hours*

## Information Systems

**IS 10 APL I: Introduction to Programming APL**

This course is an introduction to computer programming in APL. Students will learn basic programming concepts using interactive computer terminals.

*1 semester hour*

**IS 120 Introduction to Management Information Systems**

This course introduces the student to the concepts and definitions associated with computers and business information systems. Topics include: data representation, preparation, and structure; computer hardware; software concepts including program development and program design; systems analysis and design; information systems analysis and design; information systems in business. *3 semester hours*

**IS 200 Seminar in Contemporary Topics in Business Computing**

In this course students will study problems created by the increasingly widespread use of computers. An examination of new developments or current practices in computer and information science. A topic will be selected for thorough study; possible subject areas include data structures, recent hardware or software advances, specialized applications. Prerequisite: IS 120. *3 semester hours*

**IS 210 Information Systems in Organizations**

This course establishes a foundation for understanding and analyzing information in organizations. Fundamental concepts of systems and information are explained. The role of information systems in organizations, and the relationship of these systems to organizational objectives is developed. Students are introduced to the systems point of view, the organization of a system, information flows, the nature of information systems; elementary skills used in representing systems structure, and the types of applications that are part of an information system. Topics include: information systems and organizations; representation and analysis of system structure; systems, information and decision theory. An information systems major must attain a minimum grade of C for IS 210 and a minimum cumulative quality point average in information systems of 2.5 in order to continue in the program. Prerequisite: IS 120. *3 semester hours*

**IS 220 APL II: Advanced Programming Techniques in APL**

This course assumes that the student has received a grade of B or better in APL I and wishes to develop a deeper understanding of the more advanced capabilities of APL. After a brief review of fundamentals, the course will cover material on vectors, matrices, and file operations. Report writing and data presentation techniques will also be studied, using the methods of APL combined with the capabilities of the Fairfield University color graphics terminals. Prerequisite: IS 10. *2 semester hours*



**IS 230 Information Analysis**

This course emphasizes information analysis and the logical specification of the system. Emphasis is placed on the iterative nature of the analysis and design process. Exercises and case studies with student presentations are used to develop proficiency in information analysis techniques. Topics covered are strategies for developing information system application, system development, life cycle, application system development, individual behavior, and group dynamics in the development process; problem need identification and feasibility assessment; information requirements determination; and requirement analysis and logical specification. An information systems major must attain a minimum cumulative quality point average in information systems of 2.5 in order to continue in the program. Prerequisites: IS 120, IS 210.

*3 semester hours*

**IS 235 Introduction to FORTRAN**

This course gives an introduction to computer programming in FORTRAN. A brief exposure is given to the use of flow charting and to the operation of digital computers. The main portion of the course is devoted to the use of FORTRAN, a widely used programming language. Emphasis will be placed on the design and execution of programs. The orientation of programs is to business applications. Prerequisite: IS 120.

*3 semester hours*

**IS 236 Introduction to COBOL**

In this course students will learn to program in COBOL. The application of computers to business problems will be studied. File handling and array manipulation will be emphasized. An information systems major must attain a minimum cumulative quality point average in information systems of 2.5 in order to continue in the program. Prerequisite: IS 120.

*3 semester hours*

**IS 240 Introduction to Systems Design Process**

This course examines techniques for selecting, installing, and operating computer systems and their peripheral equipment. Concepts of decisions with respect to compiler and hardware selection. Development of operating procedures, form design, systems charting and documentation. Prerequisite: IS 120.

*3 semester hours*

**IS 241 Systems Design and Advanced Programming Techniques**

In this course concepts of business system design and design procedures are studied. Disk programming and file layout for the purposes of system design are covered. Business systems will be discussed in depth. Students will design and program one commercial system in COBOL. Prerequisite: IS 120.

*3 semester hours*

**IS 245 Data Communications Systems and Networks**

This course familiarizes the student with the concepts and terminology of data communications, network design and distributed information systems; equipment, protocols and architectures and transmission alternatives; the communications environment, regulatory issues, and network pricing and management.

Prerequisite: IS 120.

*3 semester hours*

**IS 340 Theories of Data Management**

This course develops an appreciation of the data resources and the issues in managing data. In order to achieve this purpose, the course provides technical background on computer system management of data. Within the context of the technical background, the course provides instruction in defining data needs, functions on data, user-oriented data languages, management of data within organizations. The course also includes an analysis of data structure and storage; file organization techniques; sequential, indexed sequential, multilist, and inverted files; operating system topics related to data, such as dynamic storage allocation and virtual memory; database management functions and database management systems; logical and physical data models; user-oriented data languages; and the management of data as a resource. An information systems major must attain a minimum cumulative quality point average in information systems of 2.5 in order to continue in the program. Prerequisite: IS 120.

*3 semester hours*

**IS 395 Information Systems Project**

This is the capstone course in the major. It brings together all of the concepts from previous courses regarding information systems. It also provides the student with experience in analyzing, designing, implementing and evaluating information systems. An information systems major must attain a minimum cumulative quality point average in information systems of 2.5 in order to continue in the program. Prerequisites: IS 340, IS 230.

*3 semester hours*

**IS 397-398 Seminar in Information Systems**

A special program involving independent study and research. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in information systems and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above.

*3 or 6 semester hours*

## Management

### Mg 21 Organizational Behavior

This course provides an overview of both micro and macro organizational behavior concepts which will be presented as they apply to management practices in organizations. Topics such as interpersonal relations, motivation, leadership, organizational design and the external environment will be examined to provide students with a general understanding of these phenomena. Special emphasis will be placed on communication processes in organizations and how interpersonal communications can best be handled in managerial jobs. *3 semester hours*

### Mg 31 Production and Operations

This course develops both policy and technique skills for effectively producing quality goods and services at reasonable costs. A case orientation is used. The course studies a variety of operations and production processes in manufacturing and service settings — their characters, advantages and disadvantages, and the dynamics of their change. It then takes up technical issues of “how to” improve productivity like breaking bottlenecks, work methods, and workplace configuration, managing materials, production scheduling, and quality control. Strategies for bringing about changes in the capacity of production systems and the technologies used, for responding to government regulations affecting work, and for dealing with large scale issues like planning for the vertical integration of company operations round out the topics covered. *3 semester hours*

### Mg 200 Advanced Management Concepts

This course provides an historical framework to the development of management as a discipline. It goes on to examine the more administrative tasks of the manager in planning, arranging, budgeting, implementing and controlling the organization's work. The assessment of the organization's performance from within its industry and within society are examined. The organization as a system is studied, as are tools for project management and cost-benefit analysis. Applications will be to government and the non-profit sector, as well as the private firm. A case orientation is used. Prerequisites: Mg 21, Mg 31. *3 semester hours*

### Mg 215 Managerial Behavior

This course examines the interpersonal and group processes of micro organizational behavior theories which will be discussed as they relate to management practices. Topics to be covered will include interpersonal relations, boss-subordinate relationships, communication processes, motivation leadership, job design, group and intergroup dynamics, socialization, power and politics, and managerial careers. An experimental design will be employed to provide a simulated understanding of the interpersonal and group phenomena relating to management practices. Prerequisite: Mg 21. *3 semester hours*

### Mg 220 Organizational Theory and Design

This course examines macro organizational behavior concepts such as organizational goals, strategy, and structure as they relate to overall organizational functioning. Functional, product, hybrid, matrix and parallel organizational design will be discussed in terms of their relation to external environmental factors. Implications for managers in terms of interdepartmental communication processes and intergroup relations will also be discussed. Prerequisite: Mg 21. *3 semester hours*

### Mg 230 Personnel and Human Resources Management

This course examines topics in personnel administration and human resource management as they relate to contemporary organizational problems. Recruitment, selection, placement, performance appraisal, compensation, benefit administration, legal consideration, discrimination, training and career development, and union management negotiations will be covered. In addition, applied human resource problems such as manpower planning, human resource accounting, and improving the quality of work life may be addressed. Current changes in the human resource function in organizations and their implications for management will also be explored. Prerequisite: Mg 21. *3 semester hours*

### Mg 240 Modern Manufacturing Strategy and Techniques

This course explores the management implications of the latest technology being used in production settings — robots, computer controlled machinery, feedback control systems, automated factories, etc. Examines Japanese approaches like Kanban, just-in-time production, modular production. Probes the conditions under which further capitalization is justified. Prerequisite: Mg 31. *3 semester hours*

**Mg 250 Management of Small Business**

In this course the student is made aware of the problems, opportunities, policies, and practices of the small business enterprise and its unique role in the free enterprise system. The small business firm is examined from conception of the opportunity to operating the firm, the creative idea, feasibility studies, the development of the business and financial plan, launching the venture, and managing the firm. Case problems of small business firms are studied. Prerequisites: Mg 21, Mg 31. *3 semester hours*

**Mg 260 Productivity Improvement in Service and Non-Profit Operations**

This course examines the problems of maximizing output in office, engineering, sales, administration and other non-manufacturing settings. A wide variety of situations will be studied from schools, hospitals, transportation and communications systems, libraries, the criminal justice services, to public utility and book distribution, banks and other financial institutions, equipment leasing firms, computer operations, etc. Knowledge jobs and white collar jobs, as well as blue collar jobs in quality control, maintenance, repair, and emergency services will be explored. A case orientation will be used. Prerequisite: Mg 31. *3 semester hours*

**Mg 270 Work Methods, Materials and Capacity Management**

This course focuses on significant issues related to controlling costs and enhancing productivity. Efficient ways to design products and perform jobs, including value analysis, working simplification, and job design; production planning and control; optimization of purchasing, warehousing, and stocking functions; appropriately locating, designing, laying and maintaining the right size facilities. Product reliability and quality control are also significant topics. Prerequisite: Mg 31. *3 semester hours*

**Mg 300 Understanding Organizational Change**

This course is an overview of change processes in organizations, which will be presented to allow students to gain a general understanding of organizational development. Emphasis will be placed on the action research model, and the conditions that facilitate successful and responsible organizational change will be outlined. Prerequisites: Mg 21, Mg 215. *3 semester hours*

**Mg 310 Seminar in Organizational Studies/Human Resources**

This course examines current topics and organizational problems which will be discussed in a seminar format to provide students with an integrated understanding of organizational behavior and human resource issues. The topics that may be discussed include improving the quality of work life; organizational change; manpower planning; career development; human resource accountability; Japanese management practices; work redesign; training alternatives, or the impact of automation on management practices. Individual course modules may be designed around particular topics at the discretion of the instructor. Prerequisites: Mg 21, Mg 230. *3 semester hours*

**Mg 320 Seminar in Operations**

This course examines such complex issues as: managing technological change; managing research and development activities; licensing technology and technology transfer to developing nations; management strategies and tactics in growing, maturing and declining industries; ways to effectively meet product, environmental, and safety standards. Prerequisites: Senior standing and 3 management courses. *3 semester hours*

**Mg 335 Management and Marketing Strategy and Planning**

This course focuses on how businesses plan their future. It looks at those major long-term decisions that determine the overall success of a firm — for example, introducing a new product; acquiring or unloading another company; extending markets to increase market share. Exposure is given to analytic techniques and their application to real business situations through case studies. Prerequisite: One business or economics course. *3 semester hours*

**Mg 355 The Business Firm and Contemporary Society**

This course is a study of the interactions of business practices and policies with the environment of which they are a part. An examination of social responsibility, legitimacy, accountability, and ecology as related to profit-making organizations. The concept of responsible firm citizenship to its various constituencies is developed including consumers, stockholders, labor, industry, the government, and the community at large. This course, co-listed in the applied ethics program, also satisfies the business ethics requirement. Prerequisites: Mg 21, Mg 31. *3 semester hours*



**Mg 360 International Management**

This course covers the history and evolution of international business, the international environment, and the development, organization, and structure of the international firm. Also treated is the international economy in relation to business policy, accounting, finance, and marketing decision making, resource transfer and impact on the host country, business-government relations, and national and international control of the multinational corporation. Prerequisites: Mg 21, Mg 31, Mk 11, Fi 11. *3 semester hours*

**Mg 397-398 Seminar in Management**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in management and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above. *3 or 6 semester hours*

## Marketing

**Mk 11 Introduction to Marketing**

This course is an introduction to the field of marketing. With the satisfaction of consumer needs as the focus, this course studies the methods, policies, and institutions that affect the flow of goods and services from producer to consumer. Topics covered include product, price, distribution, and communication strategy. Attention is given to the social and legal environment in which marketing functions, its role in the economy, and its place in management of the firm. *3 semester hours*

**Mk 210 Consumer Behavior**

This course provides the student with an understanding of the behavior of consumers in the marketplace. An interdisciplinary approach is used employing concepts from such fields as economics, psychology, social psychology, sociology, and psychoanalysis. Among the many topics covered are motivation, perception, attitudes, consumer search, and post-transactional behavior. Prerequisite: Mk 11 or permission of the Area Coordinator. *3 semester hours*

**Mk 225 Promotion Management**

A comprehensive course concerned with the design, implementation, and evaluation of promotional programs from the point of view of the promotion manager. Topics covered include sales, advertising, sales promotion and public relations. Prerequisite: Mk 11 or permission of the Area Coordinator. *3 semester hours*

**Mk 240 Marketing Channels**

This course is a study of the activities of intermediaries and other institutions which provide for the flow of goods and services from producer to consumer. Emphasis will be placed on effective channel management and the role channels of distribution play in the overall marketing plan, including a study of various types of distributorship operations. Prerequisite: Mk 11. *3 semester hours*

**Mk 250 Industrial Marketing**

This course examines the characteristics that differentiate industrial from consumer marketing. Nature of industrial demand, buyer characteristics, industrial market research, competitive bidding, selling of industrial products, sales and advertising strategies in marketing to business, government, and non-profit organizations. Practices and policies in the distribution of industrial goods. Prerequisite: Mk 11. *3 semester hours*

**Mk 320 Marketing Research**

This course gives the student an appreciation of the role marketing research plays in reducing the risks associated with marketing decisions. Emphasis is placed on developing the student's basic skills in conducting and evaluating marketing research projects. Topics include problem formulation, research design, data collection instruments, sampling and field operations, data analysis, and presentation of results. Prerequisites: Mk 11 and QA 11 or permission of the Area Coordinator. *3 semester hours*

**Mk 330 Marketing Management**

This course is designed to enable students to develop the ability to analyze marketing problems in a manner which will ensure more effective decision making. By means of the case methods, using problems faced by marketing managers, students are involved in decision making based upon their analysis of such problems in the business environment. Prerequisite: 9 credit hours in marketing or permission of the Area Coordinator. *3 semester hours*

**Mk 335 Marketing and Management Strategy and Planning**

This course focuses on how businesses plan their future. It looks at those major long-term decisions that determine the overall success of a firm — for example, introducing a new product; acquiring or unloading another company; extending markets to increase market share. Exposure is given to analytic techniques and their application to real business situations through case studies. Prerequisite: One business or economics course. *3 semester hours*

**Mk 360 International Marketing**

This course emphasizes the role of marketing and marketing management in different environments having an impact on the various marketing functions. In addition to a focus on marketing activities and their management which are experienced in the domestic environment, special emphasis is given to cultural, political, geographic, and other factors in different environments. The focus is on international marketing by firms in other nations as well as American firms. Prerequisite: Mk 11 and permission of instructor.

*3 semester hours*

**Mk 370 Product Management**

This course focuses on one element in the marketing mix — the product. It examines such questions as how should a firm effectively and efficiently manage its current product line and develop potential new products. Consideration is also given to strategic planning. Prerequisite: Mk 11.

*3 semester hours*

**Mk 397-398 Seminar in Marketing**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in marketing and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above.

*3 or 6 semester hours*

**International Business****Bu 160 International Business**

This course is an introduction to international business focusing on the environmental forces governing the interdependent global economy. The principles and tools of analysis for evaluation of opportunities and threats in international markets are discussed, comprising assessment of the world economic environment by stage of development, the incidence of political risk, technological trends, socio-cultural issues and other environmental forces relevant for international business strategy. On the basis of environmental analysis, the course reviews the institutional framework for international business (GATT, IMF, etc.), and the theory and practice of international trade and investment strategies with special reference to multinational firms.

*3 semester hours*

**Business Policies****Bu 300 Business Policies**

This course provides a synthesis of the concepts and techniques of business administration developed in prior courses in order to establish a rational basis for developing business objectives, strategies and implementation activities. Strategic management methods and techniques will be applied in this capstone course by individual and team cases and projects. Prerequisites: Senior standing and Mg 21, Mg 31, Mk 11, Fi 11.

*3 semester hours*

**Business Law****Bu 11 Legal Environment of Business**

This course is a basic study of the law, legal institutions and the legal and social responsibility of business. Includes legal history and legal process, judicial systems, common law, statutes and regulations, with an emphasis on torts, contracts, antitrust and trade regulation, protection of the environment, worker safety, product liability, and corporate crime.

*3 semester hours*

**Bu 210 Business Law II**

This course examines business law topics relating primarily to accounting and finance, including law of sales, commercial paper, contract rights and obligations, secured transactions, debtors' and creditors' rights, bankruptcy, and financial regulation and deregulation. Prerequisite: Bu 11.

*3 semester hours*

**Bu 220 Business Law III**

This course examines business law topics relating primarily to management and marketing, including law of agency, partnerships and corporations; securities regulation; labor relations, collective bargaining, and employment discrimination; unfair trade practices; conflicts of interest and computer law. Prerequisite: Bu 11.

*3 semester hours*

**Bu 230 Law and Small Business Organizations**

This course examines legal topics relating to the individual and small business person, including law of real and personal property and applicable contract law, bailments, public and private land use, insurance, trusts and estates, arbitration and dispute settlement, personal and business injury claims. Prerequisite: Bu 11.

*3 semester hours*

**Bu 240 Business Law Seminar**

This course is an in-depth analysis of current legal issues relating to American business. Topics will vary each semester offered, and may include current anti-trust and merger policies; defense contracting; new issues in product safety and consumer protection; environmental regulation; comparable worth and other equal employment issues; corporate crime and computer law. Prerequisite: Bu 11. *3 semester hours*

**Quantitative Analysis****QA 11 Business Statistics**

This course is an introduction to methods of data analysis with emphasis on the applications of statistical methods in business. Tabular and graphic presentation, principles of probability and statistical inference, regression analysis, and techniques for the analysis of business change are examined.

*3 semester hours*

**QA 201 Advanced Applied Statistics**

This course is an introduction to a variety of multivariate statistical techniques such as multiple regression, analysis of variance, canonical correlation, discriminant analysis and factor analysis. In addition, several non-parametric techniques will be discussed. The emphasis is on the application of such techniques. Students will be expected to use available computer statistical routines to solve and analyze problems presented in class. Prerequisite: QA 11.

*3 semester hours*

**QA 210 Quantitative Decision Making and Management Science**

This course is an introduction to the use of quantitative methods in management decision making. The formulation of decision problems, their solutions, and the application of the solutions. Various models are studied. Prerequisite: QA 11 or permission of the Dean.

*3 semester hours*

**QA 215 Business Forecasting**

This course analyzes business conditions and early warning signals. Methods of time series analysis including examples of forecasting models are examined. Prerequisite: QA 11 or permission of the Dean.

*3 semester hours*



*Professional Standards*



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SCHOOL  
OF  
NURSING

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## School of Nursing

**Dean:** Phyllis E. Porter

**Assistant Dean:** Doris T. Lippman

**Associate Professors:** MacAvoy,  
Sideleau

**Assistant Professors:** de Brun, Dudac,  
Fleitas, Kalnins, Lavery, Lippman,  
Mohr, Obrig, Pomarico, Ponton

**Lecturers:** Bond, Cryan, Rich, Stout

The curriculum of the School of Nursing provides the student with the educational experiences whereby he or she can gain a strong base in the liberal arts and sciences as well as in theory and practice in nursing. The program is designed to foster the student's personal and professional growth that is necessary for a committed and compassionate practitioner of nursing capable of providing professional nursing care to people with nursing needs in whatever setting they may be encountered. Students must meet prerequisite and corequisite policies established by the School of Nursing. In addition to meeting promotion policy requirements of the University, students must meet promotion policy requirements established by the School of Nursing.

The goal of the School is to prepare the student for the first level of professional nursing practice in keeping with the focus for baccalaureate nursing programs. Fairfield prepares the student for general nursing practice. Throughout the program students are exposed to nursing practice in a variety of clinical, health care delivery settings and systems. The program is a team-taught integrated curriculum designed to provide maximum exposure to nursing. Faculty members are exceptionally well-qualified by both academic and practical preparation. The small student-faculty ratio is an inherent component of the program, particularly as it relates to clinical practice.

On-campus nursing classes are held in a modern building that features a tiered lecture-demonstration room with projection facilities, a nursing simulation laboratory where the student becomes familiar with the most common techniques and equipment, and an educational media room that has the most modern multimedia facilities for learning.

The three components of the School of Nursing's program are:

*The core curriculum* — Nursing students must complete the core curriculum that is required of all Fairfield undergraduates.

*Science and social sciences* — Students take one year of chemistry and a year and a half of biology which includes anatomy, physiology, and microbiology. As the behavioral sciences form an important part of the foundation for nursing practice, students take courses in psychology and in sociology.

*Nursing courses* — Classroom instruction in nursing theory and skills begins in the freshman year and continues throughout the undergraduate program. Nursing courses are comprised of both theoretical and clinical components. With each passing year clinical work increases, until, by the senior year, a significant portion of time is spent in the nursing major, which includes clinical practice as well as the theory component. To ensure that students get the breadth and depth of clinical experience needed, the School has associations with many clinical facilities, including private hospitals, a veterans hospital, clinics, outpatient departments, rehabilitation centers, public health departments, and long-term care facilities.



## Nursing Curriculum

### Bachelor of Science

(Major in Nursing)

Curriculum Plan

Fall

Semester Hours

#### Freshmen

Chemistry 81	4
Biology 107	4
English 11	3
Philosophy 10	3
Psychology 15	3
	<hr/>
	17

#### Sophomores

Nursing 201	5
Biology 151	4
History 30	3
Sociology 11	3
English Elective	3
	<hr/>
	18

#### Juniors

Math 17	3
Nursing 213	4
Nursing 215	4
Fine Arts/Languages	3
Philosophy	3
	<hr/>
	17

#### Seniors

Philosophy/Religious	
Studies Electives (Ethics)	3
Nursing 341	3
Nursing 343	3
Nursing 345	6
	<hr/>
	15

Spring

Semester Hours

#### Freshmen

Chemistry 82	4
Biology 108	4
English 12	3
Nursing 14	3
Psychology 163	3
	<hr/>
	17

#### Sophomores

Nursing 202	4
Psychology 151	3
Religious Studies 10	3
History below 100 level	
introductory course	3
Nursing 208	2
Nursing 204	1
	<hr/>
	16

#### Juniors

Math 19	3
Nursing 214	5
Nursing 216	2
Fine Arts/Languages	3
Religious Studies Elective	3
	<hr/>
	16

#### Seniors

Nursing 350	2
Nursing 352	3
Nursing 354	4
Electives	6
	<hr/>
	15

## Admission Requirements

Admission to the School of Nursing is selective. Students must be capable of completing an academic program in the liberal arts and sciences as well as the nursing program. Graduates are eligible to take State Board of Nursing licensure examinations. The program prepares graduates to continue their education at the graduate level.

Academic requirements for admission into the program are the same as for all students admitted to the University. Transfers into the School of Nursing are limited.

## Academic Requirements

1. No less than 15 units in college preparatory study, among which must be at least three units in high school mathematics and one in chemistry.
2. Rank in the upper 40% of the applicant's senior class.
3. Achievement tests in English, mathematics, and either chemistry or biology.

## Personal Requirements

A personal interview with the Admissions Office is strongly encouraged of all applicants for admission to the program in order that assessment of the student's personal qualities may be made. The student is responsible for providing his/her own uniforms and transportation to the clinical facilities.

## R. N. Program

### Overview

The program for the R.N. student does not differ from that of the generic student in required courses and credits. The overall objectives of the program and the specific objectives for each course remain the same for both the generic and the R.N. candidate, hence ensuring consistency in the academic standards and quality of the program. The methods by which the course objectives are to be met by the R.N. student will reflect teaching/learning strategies appropriate for adult learners.

### Admission

The R.N. students are initially admitted through the School of Graduate and Continuing Education and must complete a minimum of four courses with a grade of "C" or better. One of these courses should be in a required natural science and one in a required behavioral science unless credit has been granted through transfer or examination.

## Matriculation in Nursing

- A. R.N. students will be able to matriculate in the School of Nursing when they have completed a minimum of 36 credits including those courses prerequisite to sophomore level nursing courses.
- B. In addition, students must:
  - have current registration in Connecticut.
  - carry malpractice insurance.
  - comply with health policies of the School of Nursing.

## Curriculum

Course requirements in the liberal arts and required supportive courses can be met by certain CLEP and ACT examinations, and/or transfer credits from other academic institutions, or by enrollment in specific courses. *Sixty credits must be taken at Fairfield University.*

All R.N.'s will enroll in a seminar course when they matriculate in the School of Nursing. The course is designed to facilitate entry into the program, provide new theoretical learning, provide a forum for discussion of relevant nursing issues, and guide the nurse in articulating his or her personal and professional goals, and program plan.

### Transfer

Courses will be accepted in transfer from other accredited colleges and universities on the basis of satisfactory ("C" or better) academic record and equivalency to Fairfield University courses.

### CLEP

Some liberal arts (core requirements) may be met by successfully passing CLEP subject examinations. Detailed information is available through the School of Graduate and Continuing Education.

## Advanced Placement in Nursing

It is possible for the R.N. to seek advanced placement in the nursing major through junior level courses, totaling a maximum of 25 credits. Advanced placement is possible by successfully completing ACT tests in nursing, and clinical performance examinations.

## Directed Study Modules

Directed study modules have been developed for nursing courses. The use of the modules is predicated upon the adult learner as being a self-motivated and self-directed student. The students using the modules will receive both faculty guidance, and faculty and student interaction through periodic seminars on campus.

The R.N. may choose to meet course requirements through the modules rather than through Advanced Placement Testing, depending upon his or her background and experience. If an R.N. selects the Advanced Placement option and does not pass one or more of the standardized tests, he or she may complete the directed study module(s) related to the objectives which were not met and, thereby, meet course requirements. The clinical performance examinations must be passed to receive Advanced Placement credits.

## Registration

The R.N. students register through the School of Graduate and Continuing Education; call extension 2175 or 2665 for procedures, class schedules and dates for the fall, spring, and summer semesters.

## Costs

1. Tuition for courses is charged on a per credit hour basis as with other courses in the University; the present rate is \$125 per credit hour for 1-11 credits a semester.
2. There are separate fees for CLEP examinations, ACT tests, and clinical performance examinations.

## Revision Policy

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provisions or any requirement at any time.

## Course Descriptions

Courses described below are nursing courses only. As stated previously, all nursing students are required to take the core curriculum, which is described on pages 7 and 30, of this catalogue. Descriptions of core curriculum courses — as well as descriptions of other science and social science courses required of nursing students — may be found in the College of Arts and Sciences section of this catalogue.

### Ns 14 Perspectives on Professional Nursing Process and Practice

An introductory course designed to give the beginning student an opportunity to become aware of the forces influencing the development and practice of nursing. Nursing 14 explores nursing as a profession, the roles, and practices of the professional nurse, and the health care delivery system. Personal and professional responsibilities are emphasized throughout the course.

*3 semester hours*

### Ns 201 Health Assessment

This course focuses on the health assessment of well individuals and families. A systems framework is used to address the elements of a comprehensive data base. The expanding family serves as a vehicle for organizing health related concepts. The course contains a theory and practice component dealing with nutrition, physical assessment, and basic nursing skills.

*5 semester hours*

### Ns 202 Health Promotion and Maintenance

This course focuses on the health promotion of well individuals and families across the life span. The nursing process and systems theory provided a framework for assisting clients to maximize their health potential. Clinical experiences with the child-bearing family are provided in hospital settings and clinical experiences with health individuals of all ages are provided in a variety of community settings.

*4 semester hours*



**Ns 203 Dimensions of Professional Nursing I**

This course is designed to assist the R.N. student with the transition into the bachelor's degree program in nursing at Fairfield University. Content focuses on basic communication and interviewing skills and components of nursing process. The depth of the assessment phase of the nursing process is enhanced through the use of physical assessment, knowledge and skills. Advanced placement options are available for this body of knowledge. The development of the nursing self system is given depth through discussion of the historical perspectives of contemporary professional nursing. Selected ethical, legal, and professional issues in nursing and the role of research in nursing practice are included. The nurse self system is further addressed by the continued development of study, library, and writing skills. Matriculated R.N. students who have completed requirements for entry into the sophomore level of the curriculum may register for this course with permission of faculty.

*3 semester hours*

**Ns 204 Psychomotor Skills in Nursing**

This course is a directed study course using a multimedia approach. Theory and practice related to intrusive procedures are organized into study modules. Simulated situations are used to develop technical and decision-making skills. Written and motor performance tests are used to evaluate learning.

*1 semester hour*

**Ns 206 Dimensions of Professional Nursing II**

This course focuses on content which is fundamental to contemporary nursing practice. The concepts of family systems theory, group and therapeutic use of self theory and teaching-learning theory are addressed. The self-learning needs of the registered nurse student are considered as well as the teaching learning needs of the client system. The health care delivery system is studied with emphasis on the diverse cultural needs of the client systems, the resources available in the community suprasystem, and the role of the professional nurse in relation to the delivery of health care to families across the life span. Matriculated R.N. students who have completed requirements for entry into sophomore level of the curriculum may register for this course.

*3 semester hours*

**Ns 208 Foundation in Pathophysiology**

A systems framework and stress theory are used to explore selected patho-physiological concepts common to a variety of medical diagnoses and nursing care problems. Pathological concepts related to system/body cell regulation, defense, dynamic equilibrium and interaction with the environment are considered. The concepts are analyzed in terms of antecedent conditions, pathological mechanisms, influencing variables, compensatory mechanisms, system and sub-system effects and clinical manifestations. Examples illustrating the concepts are identified.

*2 semester hours*

**Ns 213 Systems Disequilibrium:  
Acute Health Care Needs**

This course focuses on the client system at the secondary level of prevention. Medical and nursing interventions for clients before, during, and after surgery are explored. The surgical episode provides a vehicle for the application of the nursing process with an emphasis on assessment, nursing diagnoses and intervention. Clinical experiences are provided in the acute care setting with clients across the life span.

*4 semester hours*

**Ns 214 Therapeutic Modalities**

This course focuses on common health problems resulting in systems disequilibrium that are life-threatening and have a potential for progressive deterioration. The problems are addressed at the secondary level of prevention. Health problems are examined from a multidisciplinary perspective in relation to epidemiological concepts, pathophysiological mechanisms, clinical manifestations, diagnoses, and therapeutic management.

*2 semester hours*

**Ns 215 Acute Psychosocial Dysfunction**

This course is designed to provide students with theory and clinical practice related to the nursing care of clients in an in-patient psychiatric agency and their families. The nurse's therapeutic-use-of-self and application of the nursing process with clients and families experiencing acute psychosocial dysfunction are emphasized. Family system theory is expanded to include pathological dynamics. Theories related to group, milieu, interpersonal, and somatic therapies are introduced and applied in the clinical setting.

*4 semester hours*

**Ns 216 Systems Disequilibrium:  
Prevention and Restoration**

This course focuses on the client system with emergent illness, life threatening disequilibrium, and the potential for progressive deterioration. The nursing process is applied with an emphasis on multi-dimensional client problems and the setting of priorities in complex situations. Clinical experiences are provided in acute care hospitals and ambulatory care settings. High risk maternity and neonatal IC, medical units, IC and CCU's are used for clinical learning in hospitals.

*5 semester hours*

**Ns 341 Research in Nursing**

This course serves as an introduction to the formal methods of research and their application to clinical nursing practice. The research process is viewed as an open system, continually, mutually and simultaneously interacting with each of its subsystems as the process evolves and matures. The student will use this knowledge of the research process to critically analyze current nursing research. The interaction of research with the person-environment, nursing and health systems is explored. In addition, the student will identify a researchable nursing problem and develop a research proposal designed to study that identified problem.

*3 semester hours*

**Ns 343 Therapeutic Modalities-Tertiary Prevention**

This course encompasses the major alterations in health characteristic of clients defined by the tertiary level of prevention: those who are chronically ill and/or permanently disabled. It also examines chronic environmental disequilibrium in its physical, psychosocial and occupational dimensions, and from this framework, proposes strategies for enhancing health. The course focuses on the reduction of stress and promotion of change through therapeutic interactions. This focus includes the study of epidemiological concepts, etiology, screening measures, diagnostic procedures, pathological processes, signs and symptoms, treatments, complications, and preventive measures. Systems resources appropriate for meeting defined needs are examined, as are legislative issues impacting on tertiary care.

*3 semester hours*

**Ns 345 Maintenance of Systems Integrity:  
Coping with Chronic Disease/Disability**

This course deals with the nursing interventions of health problems common to tertiary client systems. Chronic illness and disability are examined as major factors influencing the quality of health experienced by the client system at the tertiary level. The nursing process is employed as a framework for identifying holistic health needs, goals, interventions, and care designed to assist this client system in achieving the optimum level of wellness.

Both theoretical and experiential learning will be provided for the student. Two credit hours of theory in the classroom setting and four credit hours within various clinical settings utilized by clients with chronic illness and/or disabilities are provided. These clinical resources include hospitals, rehabilitation facilities, ambulatory care settings, inclusive of mental health out-patient services, and community health agencies. Students will provide nursing interventions to tertiary client systems representative of all ages across the life span.

*6 semester hours*

**Ns 350 Professional Nursing:  
Issues and Dimensions**

This course addresses the developing self-system of the nurse in interaction with professional, political, and social systems. Contemporary issues relevant to the nursing profession are discussed within an open systems framework. Each issue is examined in interaction with the person-environment system, the nursing profession, the health care delivery system, and society. Roles, rights, and responsibilities of nursing practitioners are examined in relation to the issues addressed. Consideration is given to their legal, ethical, historical, and sociopolitical dimensions with an emphasis on implications for current and future nursing practice.

*2 semester hours*

**Ns 352 Leadership in Nursing**

A systems framework is employed in this course to introduce the student to leadership and organizational management theory, and to operationalize this theory as it relates to the student, the client, and the health care system. Clinical experiences are provided in care settings where students will fulfill membership and leadership roles in the context of peer groups. Socialization of the student group into the organizational suprasystem is explored, and organizational dynamics are analyzed in terms of structure, function, and their interaction with the group. The evaluation phase of the nursing process is accentuated through operationalizing the concepts of responsibility and accountability.

*3 semester hours*

**Ns 354 Transition in Nursing**

This course is designed to assist senior students in making the transition from the role of student to that of professional nurse practitioner. In so doing, it has a dual focus; the refinement of the student as a practicing professional and the care of clients in student-selected areas of practice. Professional development is addressed through student formulation of clinical and theoretical learning goals. Implementation of these goals will be achieved through selected clinical experiences and through independent study projects addressing the client system of interest to the student.

*4 semester hours*







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STUDENT  
SERVICES  
AND  
CAMPUS  
LIFE

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# Student Services

A full and diversified student life is provided for all undergraduates through the coordinated efforts of the University's Student Services Division and the Fairfield University Student Association (FUSA).

## Fairfield Student Services Division

The Fairfield Student Services Division provides:

1. Assistance in planning social events and campus activities.
2. Coordination of student organizations, athletics, and recreation, judicial proceedings and the residence hall program.
3. Counseling and medical treatment through the University Health Center.
4. Career guidance and placement assistance in the Career Counseling Center.
5. Maintenance of an up-to-date listing of all University students.
6. Identification cards, which are required of all members of the University community.

## Fairfield University Student Association (FUSA)

FUSA is Fairfield University's official undergraduate student government, and each undergraduate student is a member. The student association is divided into three branches — executive, legislative, and judicial — each of which works individually and collectively to improve the quality of life for all students at Fairfield.

The activities of all student organizations, as well as social and cultural events, are underwritten to some degree by the student association. The executive branch coordinates overall programs, and the legislature allocates the funds necessary for implementation.

The FUSA office is located in the Campus Center and is open daily. Students are welcome to participate in all levels of FUSA and are invited to drop by the office for assistance with a problem or to get involved in activities.

## Executive Branch

The President of FUSA is elected through a campus-wide popular election held in February each year. The President serves as the spokesperson for the undergraduate student body and is empowered to appoint a cabinet for assistance in carrying out his or her duties. The President also oversees all programming and keeps students informed of upcoming events. The cabinet consists of a Treasurer, Vice President for Student Life, Vice President for Student Activities, and a Membership Coordinator.

## Legislative Branch

Made up of elected representatives of residence halls, commuters, and off-campus boarders, the Student Legislature appropriates FUSA funds for student organizations and activities, conducts investigations, and approves various FUSA officials and delegates.

## Judicial Branch

The Student Court, which consists of a Chief Justice and eight Associate Justices, serves as the Judicial Branch of FUSA. It is the court of first instance for students accused of minor infractions of University policy.

## Student Rules and Regulations

The rules and regulations governing student life are provided in full in the *Student Handbook*, a copy of which is provided to each student by the Student Services Division of the University. If further interpretation of any of these rules and regulations is required, the student should consult personnel in the Student Services Division.

## Discipline

Both intellectual growth and social harmony require discipline as a necessary condition. Self discipline, whether intellectual or social, is of course the best form for community living, but it is, of itself, inadequate. When free persons join together in a common enterprise, whatever its nature, some external authority is needed to direct and sustain that enterprise. In the process of accepting that authority and working in a community, the individual can discover the fullest meaning of freedom and fulfillment. This does not mean a begrudging or uncritical heeding of regulations, but rather a voluntary and understanding acceptance of decisions for the good of the whole community.

At Fairfield University the Vice President for Student Services has general care of student welfare and of student discipline. The discipline which he exercises is considerate but firm, especially in matters which affect the good of the student body as a whole and which touch upon the reputation of the University. Nevertheless, the attitude of the Vice President, as of the faculty, is such as to make discipline, as far as possible, the outgrowth of high student morale and an element in the maturing of character. However, the administration reserves the right to dismiss a student or to exercise other disciplinary measures for misconduct either on or off campus because student misconduct not only reflects on the reputation of the University but is an indication of the general character of the student.

The Dean of Students may separate a student from the University for reasons of health or safety when a student's continuance at the University poses a significant risk to the student or others, when the Dean of Students has reason to believe that such action is in the best interests of the student or others at the University.

Besides explicit offenses mentioned in the *Student Handbook*, behavior that leads to civil action renders a student liable to collegiate disciplinary action including expulsion. While the University does not look upon its relations with students as primarily legal, it does guarantee to any student involved in disciplinary action due process and a right to be heard in his or her own defense.

The University reserves the right, however, to withdraw a student from the Institution in the absence of due process, in the event the student demonstrates a threat to his or her physical or emotional safety, or presents a threat to the safety of students, faculty, or staff.

## Counseling Services

Some of Fairfield's many counseling services are provided through specialized personnel: academic counseling is provided by the student's faculty advisor; religious and spiritual counseling is available through the Campus Ministry Office; career guidance and placement assistance is provided in the Career Counseling Center. Most other types of counseling — health, personal, psychological, social, or medical — are provided in the Health Services Center.

*The Career Counseling Center* exists to help students identify and achieve their career goals. The Career Counseling Center also serves as a coordinator of information for off-campus employment during your college years. Students who are interested in part-time employment should read the bulletin board in the Career Counseling Center.

Students are encouraged to take advantage of the vocational guidance and placement services provided within the Career Counseling Center. The placement service is also made available to graduates of the University. A vocational library and reading room located in the Career Counseling Center may be of assistance to students considering career choices.

## Student Health

The physical, social, and psychological health of students is cared for in the Student Health Center located in Loyola Hall. The Health Center staff consists of psychologists, registered nurses who are on duty around the clock, and a medical doctor who visits the Health Center daily.

The Center attempts to help students gain greater self-understanding so that they will be able to successfully achieve their goals. The staff welcomes individual students or groups of students to come in with whatever problems they have.



When appropriate, tests and inventories are administered to students to help them clarify personality characteristics and life goals. A staff member carefully interprets and discusses the results of testing with each student.

Seriously ill students may be admitted to St. Vincent's Hospital in Bridgeport, just minutes from the campus.

Accident and medical insurance is provided for all students. Special health policies are required for nursing students. Information may be obtained from the School of Nursing.

## Student Clubs and Organizations

Fairfield University has scores of recognized student clubs and organizations covering a diversity of interests. (If there is sufficient demand, new organizations may be started under guidelines that may be obtained from the Student Services Office.)

**Academic Clubs** supplement classroom work of some departments. Some of these clubs are the following: the *Accounting Club*, limited to accounting majors, provides talks by professionals as well as by faculty members and students; *American Chemical Society Affiliates* features guest lecturers, social functions, and opportunities for practical work experiences; the *Biology Society* focuses on field trips, lectures, and activities that combine recreation with education; *The Canisius Academy* sponsors seminars and lectures that enhance the religious studies programs; *The Philosophy Academy* provides a forum for the discussion and exchange of issues of philosophical interest; the *Student Psychological Association* (FUSPA) sponsors movies, guest lectures, social events, and a monthly newsletter to keep members abreast of activities in the field; the *Sociology Club* plans field trips and guest lectures and also provides a forum of student papers and discussions; the *Student Nurses Association* serves as the unifying force among nursing students and sponsors a broad range of activities of interest to its members.

**Special interest clubs** appeal to specific groups of students. These clubs include: *The Alpine Club*, a sports club, sponsors outdoor activities for skiers and skaters; the *UMOJA* promotes black-white unity on campus and provides social programs for the University's black community; the *Cheerleaders*, a coed group, leads cheers at Fairfield basketball games; the *Commuter Club* stimulates the participation of commuters in University activities; *The International Relations Club*, which focuses on international issues, annually participates in the National Model United Nations Convention; the *International Students Club*, through a variety of activities, fosters friendly relations between students from a variety of countries; the *Ski Club* sponsors several extended trips to ski slopes; the *Spanish American Students Association* fosters unity, interest, and appreciation of Hispanic culture.

**Service organizations** reflect the interest of students in helping their fellow human beings. Among them are: *Appalachia Volunteers* provide students with an opportunity to work with mountaineers for a week or two each year; the *Cardinal Key Society* is involved with serving both the campus and the town communities through volunteer social work; the *Knights of Columbus* are involved in such projects as working with the mentally retarded and running the Southbury Training School Fund Raising Ball; *Student Outreach Services* sponsor a broad range of activities in surrounding communities.

**Communication organizations** are excellent outlets for those who have the gift of communicating: *Groundstar* is the University literary publication of high artistic merit; *The Manor* is the University yearbook, totally produced, written, and designed by students; *The Mirror* is a weekly student newspaper distributed to all students; *Radio Station WVOF* presents daily broadcasts of rock, jazz, news, and public service materials.

**Music organizations** present opportunities for vocalists and instrumentalists; the *Chamber Orchestra and Vocal Ensemble* promotes the performance and appreciation of Medieval, Renaissance, Baroque, and Classical music; the *Chorale* is a 40-voice women's group that performs choral works both on and off campus; the *Glee Club* of 50 male voices practices during the fall in preparation for its 12 public concerts in the New England-New York area.

*The Playhouse* is a student drama organization that presents several major productions a year along with a number of workshops, studio productions, guest productions, and special events.



## Athletics and Sports Activities

For men and women, Fairfield provides three types of organized athletics and sports activities: varsity sports, club sports, and intramural sports. Fairfield is in the university division of the National Collegiate Athletic Association (NCAA) and the Eastern Collegiate Athletic Conference (ECAC). In addition, Fairfield competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference.

Varsity sports for men include baseball, basketball, cross country, golf, ice hockey, soccer, swimming, and tennis. Women's varsity sports include basketball, cross country, field hockey, softball, swimming, and tennis. In most of these sports, Fairfield teams compete against conference (ECAC) and non-conference opponents and participate in invitational and postseason tournaments.

Club sports also provide intercollegiate competition, but these activities are organized and operated by students in conjunction with the Athletic Department. Club sports include fencing, football, lacrosse, rugby, skiing, and volleyball. Some of these teams participate in conference competition or belong to specialized athletic groups such as the Eastern Rugby Union.

Fairfield offers an extensive intramural sports program which runs from the second week of the fall semester to the end of the academic year in the spring. Intramural sports include basketball, softball, tennis, flag football, volleyball, soccer, racquetball, and inner tube water polo. Winning teams and individuals receive awards at the annual sports dinner.

The student who does not wish to participate in organized sports has the opportunity to make full use of Fairfield's new Recreational Complex, the outdoor tennis courts and playing fields, and join in a variety of informal "pick-up" games that take place both indoors and outdoors on the campus at all seasons of the year.



## Campus Life

Student life at Fairfield takes place on a 200-acre campus of exceptional natural beauty. From an elevation of 180 feet and at a distance of two miles, the campus commands a broad view of Long Island Sound.

The modern buildings provide learning quarters for students, as well as living quarters for a resident community of more than 1,900 undergraduates and for members of the Jesuit community. Among the more important of the 40 major buildings and other facilities on campus are the following:

### The Residence Halls

A large proportion of Fairfield's student life centers in and around its eight residence halls. To facilitate their adjustment to campus life as well as to give direction to their personal growth, freshmen are integrated with upperclass students in these residence halls wherever possible, but two halls are set apart primarily for upperclass students.

A University staff assists students in adjusting to residence hall life in particular, campus life in general. In addition to the Director of Student Residences, the Assistant Director of Student Residences, and three Head Residents, there are student Resident Advisors. These students have been trained to provide advice and counsel to other students and to supervise student behavior. In addition, Jesuits live on various floors of residence halls, sharing their commitment, their experience, and their concern with students.

Residence halls are self-directed units. Together, students and staff decide what their aims will be and how they will achieve them within the residence halls. Through shared responsibility in all aspects of residence hall life, students develop a respect for the personal and property rights of all persons and of the University itself.

Upperclass students may elect to live in the University-owned townhouses. These units, located on the perimeter of the campus, offer students a greater degree of independence. An optional housing arrangement exists in off-campus housing, apartments, and beach houses that can be rented for the academic year.

Full information about campus and off-campus housing and about housing policies may be found in the *Student Handbook*.

### The Campus Center

The Campus Center is the social focal point for all segments of the University community — students, faculty, administration, alumni, and guests. The Center contains the main dining room and a faculty dining room, the mail center, Student Association (FUSA) offices, the bookstore, the Stag-Her Inn (a snack bar and rathskeller), music rooms, game room and a variety of other facilities for student services. The Campus Center Director reserves space for and schedules such activities as concerts, art shows, lectures, auctions, conferences, and a variety of other University events. Through the Center, an extensive program of cultural, educational and recreational events is offered to the entire University community. A regular *Weekly Bulletin* informs the campus of all upcoming Center events.

### The Library

The Nyselius Library contains more than 178,000 carefully selected bound volumes, 235,000 microforms, and 1,400 journals and newspapers. A media department contains video and audio cassettes, records, and other audiovisual materials, as well as equipment for their use. The stacks are open to all students and there is study space, primarily at individual carrels, for over 600 students at any one time. For the convenience of the campus community, the library is open over 100 hours a week except during vacation periods.



## The Recreational Complex

The Recreational Complex is a new building adjacent to the Gymnasium. Planned to help students develop lifelong physical skills, the Complex provides a 25-meter swimming pool with three diving boards; a fieldhouse unit that can be used interchangeably for badminton, volleyball, tennis, basketball; a 115-meter indoor jogging track; enclosed courts that can be used for handball, squash, racquetball; two exercise rooms, one for men and one for women; a multipurpose room that can be used for modern dance, slimnastics, exercising, student club meetings; two saunas and a whirlpool bath; sunbathing deck; and locker rooms. Just outside are six all-weather tennis courts.

Adjacent to the complex is the University Gymnasium, which is used primarily for intercollegiate sports. Outdoor facilities include several fields and additional tennis courts that can be used by both men and women for a variety of intercollegiate, intramural, and club sports. The broad expanses of the campus provide ample opportunity for spur-of-the-moment physical activity.

## Other Buildings

Other buildings range from the new School of Nursing Building to the Bannow Science Center, from generalized classroom buildings like Canisius Hall to the new Faculty Office Building, and specialized facilities such as the Playhouse.

The best way to appreciate the utility of these buildings and the modernity of their equipment is through a campus visit, which can be arranged by the Admissions Office in Bellarmine Hall.

## Religious Activities

Because of its rich religious heritage, Fairfield University encourages student participation in religious activities. Many student organizations — The Canisius Academy, the Knights of Columbus, etc. — have religious ties, but most religious activities emanate from the Campus Ministry Office.

**The Campus Ministry** team consists of two Jesuits and a woman chaplain — all of whom have had wide experience in providing students with spiritual direction — and a number of student volunteers. The Campus Ministry provides spiritual counseling, fosters prayer life, plans seminars on religious and social concerns, and encourages social response and community involvement. Campus Ministry runs Southwell Hall, which is a center for religious and social events. There are daily liturgies for Catholic students. Members of the Campus Ministry team are happy to put non-Catholic students in contact with churches and religious leaders of their faith.

## Parking

All vehicles *must* display a valid parking permit and park properly in the designated area. Parking permits may be obtained at Security, Room 2, Loyola Hall. Unauthorized vehicles in handicapped, fire lane or service vehicle spaces will be towed at the owner's expense. Handicapped vehicles must properly display an official State or Fairfield University Handicapped permit. University permits may be obtained through Security. A pamphlet detailing traffic and parking regulations is available at Security.



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ADMISSIONS,  
EXPENSES,  
AND  
FINANCIAL  
AID

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## Admissions

Fairfield University admits without discrimination students of any sex, race, color, religion, national or ethnic origin, or physical handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University.

### Freshman Admissions

Freshman students are admitted in September only. The applicant shall have received the high school diploma from a recognized high school or preparatory school, and shall have acquired no less than 15 units in college-preparatory studies. The *unit* is commonly understood as a measure of credit assigned for the successful completion of a high school course which meets four or five times each week throughout the year; *college-preparatory units* are those which are usually found in that curriculum of the high school which explicitly prepares for college.

No vocational, commercial, or industrial units are considered to be preparatory to the work of the liberal arts college. Candidates for admission may present entrance units chosen from the following, among which must be at least three units in high school mathematics and at least two units in a foreign language, and one of laboratory science. Candidates for the mathematics and the science programs must present in addition a fourth unit of high school mathematics. Candidates for nursing must have one laboratory science in chemistry.

English	4
Latin	4
Greek	2 or 3
French	2 or 3
German	2 or 3
Italian	2 or 3
Spanish	2 or 3
Physics	1
History	3
Civics	1/2 or 1
Problems of Amer. Democracy	1
Social Studies	1
Algebra	2
Plane Geometry	1
Solid Geometry	1/2
Plane Trigonometry	1/2
General Science	1
Biology	1
Chemistry	1
Economics	1
Geography	1/2 or 1
Law	1/2 or 1
Astronomy	1
Physiography	1
Mechanical Drawing	1

In addition to the basic requirements, the applicant must present evidence to indicate interest in and competence for college studies. To that end he or she must submit the complete record of high school studies, together with other supporting materials as described in the admissions application form. All applicants are also required to take the College Board Aptitude examination (SAT or ACT). Students who wish to be considered for Early Decision admission must have all application materials (application, high school transcript, SAT or ACT scores, and recommendation) in the Admissions Office by December 1. The deadline for all Regular Decision applicants to have these same application materials in the Admissions Office is March 1. Applicants should normally rank in the top 40 percent of their senior class, and all applicants are recommended to take three College Board Achievement examinations for placement purposes only. The three achievement examinations suggested to be taken are English, mathematics, and a modern foreign language. Applicants interested in majoring in a particular science are recommended to take the achievement examination in that science in place of the modern foreign language examination. Candidates for the pre-medical and pre-dental program preferably will take the chemistry achievement examination. Candidates for the nursing program will take either the chemistry or biology achievement examination. The same pattern will apply to those submitting scores from the American Testing Program (ACT).

## Advanced Placement and Early Admission

*Advanced Placement:* While in high school, some students pursue one or more college-level courses. Fairfield University permits such students to bypass a similar University course if (1) they take an Advanced Placement Test of the CEEB program, and (2) obtain a test score acceptable to the Committee on Admissions and the Chair of the particular department concerned. The score must never be under a "3," and usually not under a "4." Each student's record is studied individually, and the decision regarding advanced placement is made on the merit of each individual's record of achievement.

*Early Admission:* Superior students who have completed a four-year high school program at the end of three years may apply for admission to the University.

*Wait List:* Freshman applicants to Fairfield will receive one of three decision letters: admit, deny, or wait list offer. Wait list students who are serious in their intent to remain on the wait list are asked to submit a fee to hold their place. This fee is refundable or applied toward tuition if the student is eventually offered and accepts admission.

## CLEP Examination

College Level Examination Program (CLEP) scores in the Subject Examination above the 50th percentile will be accepted by the University as a satisfactory substitute for college courses. Individual subject examinations will earn advanced placement in that subject.

A superior student who presents the equivalent of five college courses may, in some cases, be granted a semester's advanced standing. The equivalent of ten courses may also, in some cases, earn advanced standing of a full year.

Examinations offered for advanced placement or advanced standing should be submitted at the time a student is admitted to the University. These examinations are not accepted as a substitute for courses once a student has matriculated.

## Transfer Admissions

### Admission to Advanced Standing

Capable students are welcome to transfer to Fairfield University. Transfers are considered for admission in September and January, and should have completed at least 30 college credits.

Undergraduates of other recognized colleges who apply for admission to Fairfield as transfer students with advanced standing must present a transcript of their college and high school records prior to any admission review, and must have maintained at least a 2.5 cumulative average.

Each candidate will be individually reviewed and a program determined according to his or her needs and accomplishment.

Every effort is made to accept transfer credit as a program rather than totaling single course credits, so that a student may be admitted to a specific year at Fairfield, e.g., accepted as a second semester sophomore or first semester junior. The core courses of Fairfield's program should be met, but appropriate adjustments will be made in the individual case.

Every transfer student is required to complete at least two years of full-time undergraduate study in order to receive a Fairfield University Bachelor's Degree.

Applications should be directed to the Admissions Office. The application deadline for September admission is June 1; the application deadline for January admission is December 1.

## Alumni Relatives

One of the strongest endorsements an educational institution can receive is to have alumni send their children to their alma mater. At Fairfield we believe that such candidates can contribute significantly to enhancing the tradition and the spirit that are an important part of a Fairfield education. In light of this, it is our policy to give special consideration to the sons and daughters of alumni who apply as well as to the brothers and sisters of current students and alumni. In reviewing such applications, special importance is attached to family ties to help ensure that a sizable number of these candidates will be admitted to the University.





# Expenses

## Tuition/General Fees

*Application Fee* \$ 30.00  
(This fee is not refundable)

*Tuition* \$3,050.00  
Per semester payable on or before August 1 and January 1. An acceptance deposit (non-refundable) of \$100.00 is paid on acceptance of the notice of admission; it is credited towards the semester's tuition.

### *Resident Student Costs:*

Dormitory Room & Board \$1,700.00  
Townhouse Fee 1,230.00  
Per semester payable on or before August 1 and January 1.

Dormitory Room Deposit \$ 100.00  
Townhouse Deposit \$ 150.00  
Non-refundable if reservation is voluntarily cancelled. Refunded when graduating or leaving the school or residence halls.

*General Fee* \$ 140.00  
Per year. This fee covers 24-hour health service as well as normal health insurance and accident insurance. It covers admission to all home athletic events, support of the Student Government activities and the student radio station operation.

### *Special Fees*

Late Registration (\$5.00 per course) \$ 25.00  
Orientation 25.00  
Continuous Registration  
for Educational Leave (per  
semester) 25.00  
Change of Single Course 5.00  
Academic Transcript 2.00

### *Nursing student costs*

Two uniforms and  
equipment (estimated) \$ 100.00  
Student malpractice insurance  
(estimated) 13.00  
Transportation to clinical experience  
is the responsibility of the student.

*Practice Teaching* \$ 40.00  
(\$15.00 of which is for state certification)  
Commencement 50.00  
Extra course per semester hour 165.00  
Laboratory Fee 20.00  
Laboratory Breakage Fee 20.00  
Fine Arts Materials Fee 25.00  
Computer Fee for Computer Science  
and Information Systems courses  
(per credit) \$10.00  
Shuttle Bus Fee per semester  
(estimated) 45.00

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary.

All checks are to be made payable to Fairfield University. A service charge of 1% of the unpaid balance may be made monthly on any balances remaining.

Foreign students who are admitted must make known to the University the source of their financial support for their college education. They will be expected to make payment of a full year's tuition, fees, and room and board before their certificate of eligibility (Form I — 20A) is issued.

The University deals with various companies that offer flexible plans for payment of educational expenses. Please contact the Bursar's office for information on these plans. Brochures on these payment plans will be mailed to all incoming freshmen.

No degree will be conferred and no transcripts will be issued until all financial obligations to the University have been met.

## Refund Policy

If a student withdrawal is authorized for good cause and if he or she follows normal withdrawal procedure, the student may make a written request for a refund of tuition and room and board according to the following schedule. General and special fees are non-refundable. The processing of refunds is dependent upon the date of payment plus the receipt and processing of withdrawal information.

<i>Request</i>	<i>Refund</i>
first week	90% less \$100
second week	80% less \$100
third week	60% less \$100
fourth week	40% less \$100
fifth week	20% less \$100
sixth week	0%

## Financial Aid

### Financial Aid Policy

Fairfield University administers a comprehensive program of financial aid for students with limited resources and strong academic potential. Fairfield utilizes the College Scholarship Service uniform methodology to determine financial aid recipients. The amount of aid a student receives is based on financial need. Financial need is the difference between the total cost of attendance and the expected ability of the family to contribute to these expenses.

Generally, students who have been admitted to the University, and are offered financial assistance, receive a "package," which combines the various grants, loans, and student employment programs available.

Members of the Financial Aid Office staff are available throughout the year to advise and answer any questions that students and their parents might have.

Financial Aid announcements for entering freshmen are made at the beginning of April. Upperclass awards are issued in June.

## Application Procedure

To be considered for financial aid at Fairfield University, the following steps are required:

1. File a Financial Aid Form (FAF) with the College Scholarship Service no later than *February 1st* for entering freshmen and *April 1st* for upperclass and transfer students. This form is available from high school guidance offices or by writing to the Fairfield University Financial Aid Office.

Those students applying for early decision must complete an Early Version Financial Aid Form no later than *December 1st*. This form is available through the Financial Aid Office at Fairfield University.

2. File a Fairfield University application for financial aid (entering freshmen only) no later than March 1st.

## Renewal Process

Any student who receives financial assistance at Fairfield University is required to submit a completed Financial Aid Form by *April 1st* each year. Continued eligibility for any program is based on the following criteria:

1. Demonstrates financial need.
2. Shows satisfactory academic progress.
3. Carries an academic workload sufficient to qualify as at least a half-time student during the academic year.
4. Is not in default on any loan made from a student loan fund at Fairfield, or on a loan made, insured, or guaranteed under the Guaranteed Student Loan Program.
5. Does not owe a refund on grants previously received for attendance at Fairfield under the Pell Grant, Supplemental Educational Opportunity Grant, or State Student Incentive Grant Programs.

## Satisfactory Academic Progress

In order to continue receiving student financial aid, a student must maintain satisfactory academic progress according to the standards and practices of Fairfield University. Progress at Fairfield is measured both qualitatively and quantitatively. Grades and credit hours completed provide the critical elements in the measurement of a student's standing and progress, according to the following guidelines:

1) For advancement in good standing from freshman to sophomore year, a student must have a weighted QPA of 1.8; to advance to junior year, a QPA average of 1.9; to senior year, a QPA of 2.0. A student whose average falls below these levels is ineligible to receive financial aid.

2) A student whose semester or quality point average falls below 1.8 in any semester, and who is allowed to continue at the University, is considered on academic probation for the semester following. A student in this category will be allowed to receive financial aid for that semester following.

3) A student who repeats a semester's work is not considered to be making satisfactory academic progress. Financial aid for such a student will be reinstated only when academic credits are made up.

4) A student who has been placed on disciplinary probation may continue to receive financial assistance.

5) The University recognizes that individual circumstances affect a student's academic performance. An interruption of studies because of illness or death in the family, for example, will not result in withdrawal from any assistance program. Documentation is required for all appeals based on such mitigating circumstances.

6) A full-time student must fulfill at least one-fifth of the requirements for the bachelor's degree each year that he or she is registered, in order to be considered as making satisfactory academic progress, since the concept of "satisfactory progress" goes beyond that of "good standing." Proportionate progress must be made by part-time students.

## Estimate of Expenses

The following are average student budgets at Fairfield University during the 1984-85 academic year:

Per year	Resident	Commuter	Off - Campus Boarder
Tuition & Fees	\$ 6,240	\$6,240	\$ 6,240
Room & Board	3,400	* 1,310	3,400
Books & Supplies	300	300	300
Transportation	100	400	125
Personal Expenses	700	600	600
<i>Total Student Budget</i>	<i>\$10,740</i>	<i>\$8,850</i>	<i>\$10,665</i>

\*This is an estimated cost to parents of a student living at home.

## Academic Failure

Those who are asked to withdraw from the University for academic failure will lose all entitlement to financial aid.

## Financial Aid Available

The following is a listing, brief description, and general award ranges of the financial aid programs available at Fairfield University.

### Scholarships and Grants-in-Aid

*Headmasters' Scholarships:* Four full-tuition scholarships are awarded on the basis of academic excellence to selected entering freshmen from public or parochial high schools in the towns of Fairfield, Bridgeport, Trumbull, and Stratford.

*President's Scholarships:* Three full-tuition scholarships are awarded on the basis of academic excellence to students seeking entrance to the University and are renewable on condition of satisfactory performance for three years.

*Fairfield Scholars:* A number of partial scholarships are awarded to entering students who have demonstrated outstanding academic achievement.



*Fairfield University Scholarships and Grants:* In addition to the scholarships listed above, a limited number of scholarships and grants are awarded by the University. Their number and stipend depend upon the current status of revenues from which they are drawn. Demonstrated financial need as well as academic performance and potential are the criteria used in determining the recipients.

Brother/sister grants are available. For two brothers or sisters: \$100 per student per semester; for three brothers or sisters: the oldest student pays full tuition, and the remaining two receive \$300 each per semester.

Most scholarships and grants-in-aid are packaged with other types of federal aid.

## Federal Grants

*Pell Grants:* A federal entitlement program which provides grants of up to \$1,900 to eligible students who are pursuing their first baccalaureate degree.

*Supplemental Educational Opportunity Grants:* Outright grants from federal funds are made available to students who demonstrate a financial need. The grants range from \$200 to \$2,000 per year.

## State Scholarships and Grants

All financial aid applicants are expected to investigate the opportunities that exist in their home state for direct scholarships or grants. Write to your state board or commission for higher education, or see your high school guidance counselor.

## Loans

*National Direct Student Loans:* Students who demonstrate financial need can borrow up to \$6,000 during their undergraduate college careers. No payments of principal or interest are required until six months after the borrower completes his or her education, at which time repayment at 5% interest is assessed. Repayment may extend up to ten years, depending on the amount borrowed.

*Guaranteed Student Loan Program:* Loans may be obtained at most banks in a student's home town. Up to \$2,500 per academic year may be borrowed. Repayment begins six months after graduation at which time 8% interest is assessed. Families with incomes exceeding \$30,000 must show need in order to receive this loan.

*Parent Loan Program:* A program of loans to parents of dependent undergraduate students. Through a bank, a parent may borrow up to \$3,000 during any one academic year. Repayment begins 60 days after disbursement of the loan at a 12% rate of interest.

## Campus Employment

*College Work-Study Program:* Jobs on the campus may be arranged for students demonstrating a need for the expected earnings. Where possible, the work assigned relates to the student's field of study.

*University Employment:* Students who are not eligible for participation in the Work-Study Program, but who desire extra spending money, may obtain employment in the cafeteria, the bookstore, and several other campus locations.

## Named Scholarships

Students applying for financial aid are considered automatically for the named scholarships listed here, which are administered by the Financial Aid Office in accordance with the wishes of the donors.

*Alumni Association Scholarship:* A scholarship awarded over four years to an incoming first year student in the undergraduate school who is the son or daughter of an alumnus/alumna of Fairfield University. Interested applicants should contact the Office of Alumni Relations.

*Carl and Dorothy Bennett Scholarship:* A fund established by Mr. and Mrs. Carl Bennett to provide annual scholarships for students in the School of Business on a financial need basis.

*Marina Holder Brewster Memorial Scholarship Fund:* Established by Dr. and Mrs. John P. Sachs to give financial assistance to nursing students.

*The Burger King Fellowship:* An endowed scholarship established by The Burger King Corporation to provide scholarships for minority students.

*Celanese Corporation Scholarship:* A fund created by Celanese Corporation to assist minority students from New York City who are in the School of Business.

*Class of 1983 Scholarship:* Established by members of Fairfield University's Class of 1983 at the time of their graduation to provide financial aid to future students.

*Arsene Croteau Family Scholarship:* A fund to provide a scholarship to a student at Fairfield University majoring in French.

*William Cummings and Brothers Scholarship:* A scholarship fund established by Mary C. Cummings in January 1968. Income is to be granted to entering freshmen from the town of Fairfield.

*David J. Dolan Memorial Scholarship Fund:* An endowed scholarship established by Mr. and Mrs. Charles F. Dolan, honoring the memories of Mr. Dolan's father and brother. Income will provide financial aid assistance to Fairfield University students.

*Dramatic Society Scholarship:* A scholarship awarded to a member or members of the Dramatic Society in return for assistance to the Director.

*E. & F. Construction Company Scholarship:* A scholarship funded by the E. & F. Construction Company to assist students attending Fairfield University.

*Vincent Peter Fagan, Jr. Memorial Scholarship:* An endowment fund established by Mrs. Ellen S. Fagan in memory of her late husband, a 1965 alumnus of Fairfield University who majored in chemistry. A scholarship will be given annually to a chemistry major on the basis of need.

*Helen T. Farrell Scholarship Fund:* A fund created from the estate of Helen T. Farrell, who was a Westport, Conn., resident, to provide financial aid to undergraduate students.

*George E. Frederick, Jr., Scholarships:* A fund given by the American Chemical Society under the will of George E. Frederick, Jr., to provide scholarships to chemistry majors.

*John P. Gahan Memorial Scholarship:* A fund donated by friends of the father of John P. Gahan (Class of '61). John P. Gahan was killed after one year in school.

*Morton Globus Memorial Scholarship:* An endowed scholarship which will be awarded to a student majoring in finance in the School of Business, based on financial need and academic qualification.

*John T. Gorman Scholarship:* Established by John T. Gorman (Class of '54) in 1984 to provide undergraduate students with financial aid.

*Simon Harak Memorial Scholarship:* A scholarship awarded annually to a member of the Fairfield University Glee Club in memory of Simon Harak, co-founder of the Glee Club. The scholarship was established by friends and alumni of Fairfield University.

*Rev. William H. Hohmann, S.J. Memorial Scholarship:* A scholarship established by alumni and friends in memory of Father Hohmann, who was chairman of the University's economics department until his retirement. Father Hohmann died in 1983. The scholarship will be given to an economics major at Fairfield University on the basis of need.

*Jesuit Scholarship Fund:* An endowed fund established in 1983 by the Fairfield Jesuit Community to provide annual scholarships to Fairfield students on a financial need basis.

*The Abbas Khadjavi Memorial Scholarship:* A scholarship in honor of Dr. Khadjavi, a member of the Fairfield University faculty who died in 1983. Funded by family and friends, the scholarship will provide financial assistance to Fairfield students.

*George A. and Grace L. Long Scholarship:* A scholarship fund given by the George A. and Grace L. Long Foundation for support of nursing students.

*Marketing Corporation of America Business School Scholarship:* An endowment fund created by Marketing Corporation of America, providing scholarship aid to worthy students in the Fairfield University School of Business.

*Elizabeth DeCamp McNerny Scholarship Fund:* A permanent scholarship established by The Ira W. DeCamp Foundation created under the Will of Elizabeth DeCamp McNerny. The fund will provide financial assistance to qualified students for undergraduate study relating to the health sciences.

*Edward F. McPadden Memorial Scholarship:* A scholarship fund created by Anabel McPadden Davey in honor of her brother, Mr. McPadden.

*Mechanics and Farmers Savings Bank Scholarship:* A fund established on the occasion of the bank's 100th anniversary, available to residents of Bridgeport, Easton, Fairfield, Milford, Monroe, Stratford, Trumbull, and Westport, Connecticut.

*Merritt 7 Corporate Park Scholarship:* An endowed scholarship funded by the First Merritt Seven Corporation to provide financial assistance to Fairfield students.

*William T. Morris Memorial Scholarship Fund:* A scholarship fund established to provide financial assistance to needy students attending Fairfield.

*Rev. John P. Murray Scholarship:* A scholarship fund given to a member (or members) of the Glee Club. The scholarship was designated by the President of Fairfield University to begin September 1965.

*J. Gerald Phelan Scholarship:* Donated by J. Gerald Phelan in 1964 for a scholarship fund.

*Mary B. Radwick Scholarship:* A fund created from the estate of Mary B. Radwick to provide financial assistance to students.

*Paul Scolaro Memorial Scholarship Fund:* A fund established by family, alumni and friends in memory of Paul J. Scolaro (class of '78). This award is given annually to a modern languages major at the recommendation of the department. Academic achievement, financial need and University community involvement are the basis for the award.

*John J. Sullivan Scholarship:* A fund established by friends of John J. Sullivan, first selectman of the Town of Fairfield, Conn., from 1959 to 1983, for a scholarship to be given to a politics major.

*Mr. and Mrs. Leo J. Waters Scholarship Fund:* A scholarship fund established by Mr. and Mrs. Waters to provide financial assistance to Fairfield University students.

## Further Information

For further information about financial aid at Fairfield University, please call or write to: Financial Aid Office, Fairfield University, Fairfield, Connecticut 06430-7524, (203) 255-5411.



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Advisors to Pre-Legal Students  
Dr. Alan N. Katz  
Dr. Stephen J. O'Brien  
Advisors for Study Abroad  
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Advisor for Graduate Studies in Business  
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Advisors for International Studies  
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# 1984-1985 Academic Calendar

College of Arts and Sciences/School of Business/School of Nursing

## 1984

Sunday/Tuesday	September 2-4	Freshman Orientation
Tuesday	September 4	All other students arrive
Wednesday	September 5	Classes for all
Monday	October 8	Holiday-Columbus Day
Tuesday	November 20	Thanksgiving recess begins at end of last period
Monday	November 26	Classes resume
Thursday	December 13	Reading Day
Friday/Thursday	December 14-20	Final Exams (including Saturday)

## 1985

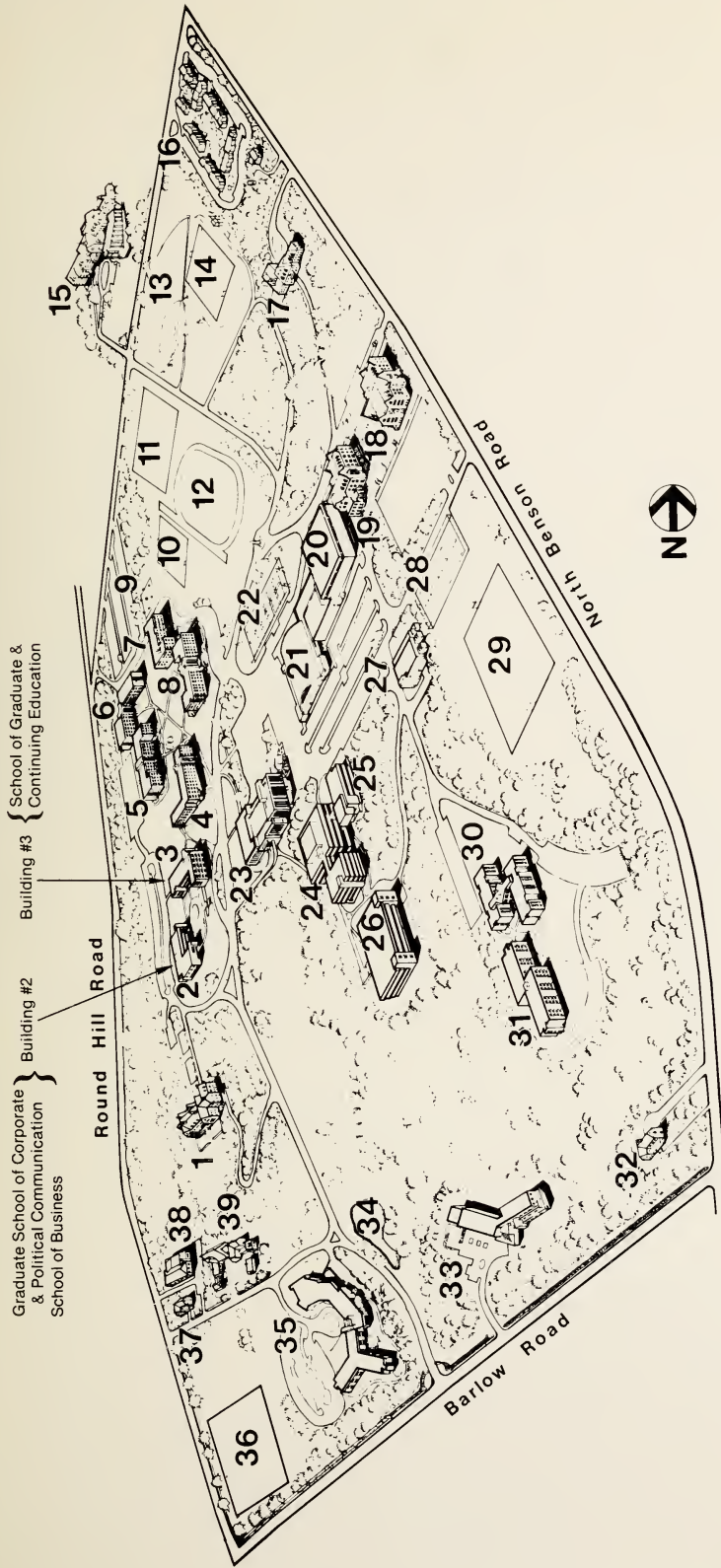
Wednesday	January 16	Second semester begins
Monday	February 18	Holiday-Washington's Birthday
Monday/Friday	March 11-15	Spring Recess
Friday/Monday	April 5-8	Easter Weekend
Friday	May 3	Reading Day
Saturday/Friday	May 4-10	Final Exams (including Saturday)
Sunday	May 19	Commencement







# FAIRFIELD UNIVERSITY CAMPUS



1. Bellarmine Hall
2. Faculty Office Building
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Joggles Hall
7. Campion Hall
8. Loyola Hall
9. Basketball Courts
10. Playing Field

CONNECTICUT TURNPIKE  
FROM NEW YORK  
Take Exit 22  
Left on Round Hill Rd.

11. Intramural Field
12. Varsity Field
13. Baseball Field
14. Alumni Field
15. Julie Hall
16. Student Townhouse Complex
17. McAuliffe Hall
18. Xavier Hall
19. Berchmans Hall
20. Recreational Complex

CONNECTICUT TURNPIKE  
FROM NEW HAVEN  
Take Exit 22  
Right on N. Benson Rd.

21. Alumni Hall - Gymnasium
22. Tennis Courts
23. Campus Center
24. Bannow Science Center
25. School of Nursing
26. Nyselius Library
27. Central Utility Facility
28. Tennis Courts
29. Grauert Field
30. Kostka Hall

FROM MERRITT PARKWAY  
Take Exit 44  
Black Rock Turnpike  
Turn Right at Stillson Rd.  
Bear Left into N. Benson Rd.

31. Claver Hall
32. Jesuit Residence - St. Robert
33. Jesuit Residence - St. Ignatius
34. Bellarmine Pond
35. Center For Financial Studies
36. Barlow Field
37. Southwell Hall
38. Playhouse
39. Maintenance

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